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ABSTRACT

This document presents one of three elementary school level career handbooks designed to complement the existing middle school and high school handbooks and to meet the career goals developed by the Oregon Department of Education. This grade four and five handbook is intended as a tool for teachers to use in meeting the career education goals of their students, and for schools to use in developing a team approach to career education and awareness that involves a career education coordinator, teachers, counselors, parents, and other staff personnel. The handbook is divided into three sections. Section I contains an introduction to career education and background information on career education in kindergarten through grade 10. Student goals are listed and minimal expectancies for kindergarten through grade five are given. Career guidance activities are suggested and forms and worksheets are provided. Section II contains a suggested grade four and five matrix, student activities, worksheets, and handouts for use in the career education program. The activity-by-month matrix lists activities for grades four and five. Five program goals are suggested for each grade and each goal is accompanied by a set of career guidance activities. Title, grade level, objectives, time, materials, and procedures are included for each of the 58 career guidance activities. Section III contains information on resources, including a 16-page annotated recommended buying list and a 4-page audiovisual resource list. (NB)

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ELEMENTARY SCHOOL 4-5
CAREER GUIDANCE

ED279963

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USER'S HANDBOOK

PORTLAND PUBLIC SCHOOLS
CAREER AND VOCATIONAL
GUIDANCE PROJECT 1986

BEST COPY AVAILABLE

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    Goal 5 - Students will develop physical and mental skills related to occupational roles; 4 activities.

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    Goal 1 - Students will identify and develop attitudes about the world of work; 8 activities.

    Goal 2 - Students will acquire knowledge about the world of work; 5 activities.

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PORTLAND PUBLIC SCHOOLS
CAREER & VOCATIONAL EDUCATIONAL DEPARTMENT
Project Office — Madison High School
2735 N.E. 82nd Avenue / Portland, Oregon 97220
Phone: 280-5220, Ext. 65

Warren C. Rathbun
Supervisor
Darrell Tucker
Specialist
Cathy Williams
Project Coordinator

October 1986

To: Users of this handbook

From: Improving Career and Vocational Guidance Project

The Portland Public Schools has created a Career Handbook for use in grades Pre-K through 5 to compliment the existing middle school and high school handbooks. This handbook is the result of a committee of Career Education coordinators, teachers, and counselors who reviewed materials from many sources. It is designed to meet the career goals developed by the State of Oregon Department of Education. It is hoped that this handbook will serve as a tool for teachers to meet the career education goals for each student. The lessons and activities can be fused into many areas of the curriculum. It provides hands-on activities and lesson plans for each level of instruction.

A K-5 matrix is provided, suggesting an activity for each month of the school year. A suggested buying list and AV list has also been provided.

It is hoped your building can use this handbook to further develop a team approach to career education/awareness that includes the Career Education coordinator, counselor, teacher, parent, and other identified staff personnel.

If you have any questions as you use these resources, please feel free to call Cathy Williams, 280-5220, ext. 65, for assistance.

wp

ACKNOWLEDGEMENTS

WORKSHOP PARTICIPANTS - 1986

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Atkinson	Rose Bloom	
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Whitman	Daphne Faulk	
Madison High School	Cathy Williams	Project Coordinator
Markham Middle School	Sande Ferrell	Assistant Coordinator

Activities selected from the following materials:

. Project Career Education - Activities for Grades K-6
. O.D.E. Career Awareness Exploration Curriculum Kit

CAREER GUIDANCE AND COUNSELING
STEERING COMMITTEE

NAME	POSITION
1. Carlos Taylor	D.O.I. - Lincoln Cluster
2. Leodis McDaniel	Principal - Madison
3. John Cover	Vice Principal - Lincoln
4. Audrey Haynes	Vice Principal - Franklin
5. Pat Burk	Principal - Ockley Green M.S.
6. Ken Waite	Principal - Mt. Tabor M.S.
7. Paul Smith	Principal - Beaumont M.S.
8. Jack Ubik	Principal - Fernwood M.S.
9. Lynn Budfeldt	MS Career Ed. Coordinator - Whitaker
10. Dave Lindstrom	Principal - Peninsula (K-8)
11. Tom Pickett	Principal - John James (K-8)
12. Dave Anderson	Counselor - Cleveland
13. Char Buffetta	Counselor - Grant
14. Jean White	Counselor - Wilson
15. Paul Clare	Counselor - Ockley Green M.S.
16. Judy Boughton	Counselor - West Sylvan M.S.
17. Annie Painter	Counselor - Binnsmead M.S.
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26. Warren Rathbun	Supervisor, Career/Voc. Ed.

AN INTRODUCTION

This handbook is designed as a readily available resource for personnel to use while providing a Career Education/Development Program to students in the middle grades.

Section I contains an Introduction to Career Education, providing background information on Career Education in grades K-10.

Section II contains a suggested matrix, student activities, worksheets, and handouts.

In order to aid counselors, teachers, and coordinators in yearly goal setting, a suggested matrix has been provided. Although its use is optional, it is hoped that students would have the opportunity to experience eight to twelve formal career activities a year.

Section III contains a recommended list of the resource materials that are available through central ordering by contacting Cathy Williams at Madison High School.

Lastly, the committee has attempted to convey vital information to users by providing a consistent lesson plan format with clear instructions. It is hopeful the book works well by meeting the user's needs.

CAREER EDUCATION IS . . .

Career education is a developmental process which is designed to help all individuals prepare for their life roles: learner, producer, citizen, consumer, individual, and family member. Career education enables students to examine their abilities, interest, and aptitudes; relate them to career opportunities; and make valid decisions regarding further education and/or work.

Career education becomes a part of all levels of education from kindergarten through adult life. Kindergarten through grade 6 will provide an awareness of the world of work and an understanding of the value of work to the individual and family.

Through grades 7-10, the student will explore and try out his talents and interests and make tentative occupational and educational choices.

Grades 11 and 12 will provide an opportunity for the student to prepare for entry into a broad occupational area and/or advanced educational programs after high school.

Post-secondary programs will provide for specialized training, upgrading of skills and retraining opportunities.

Career education is not a separate course in the school curriculum, nor an isolated activity; it is a combined effort of school and community. It is a current, on-going activity-oriented process incorporated through the curriculum, designed to help the individual develop the skills and knowledge for effective participation in all life roles.

CAREER EDUCATION K-10

Career Education proposes that:

> Every child shall, upon completion of his public school education possess sufficient knowledge of many occupational fields, including knowledge of entry requirements, to be able to make an informed selection of an occupational field and shall have developed competencies that enable him to enter into employment or an advanced training program in that field.

Career Education is further divided into CAREER AWARENESS and CAREER EXPLORATION.

CAREER AWARENESS

Every learner, upon completion of the kindergarten through grade six portion of his public school education, will have developed an awareness of the world of work including:

A. Knowledge of a variety of occupations and their related tools and duties.

B. Knowledge of contribution and interdependence of work done by members of society.

C. Relationship of subject matter to the world or work.

D. An awareness of self as related to the life roles of family, citizen, leisure, and vocation.

Goals for Career Awareness Grades K-6 should be of sufficient scope and depth to enable each student to:

A. Explore and assess personal attitudes, aptitudes, attributes, and interests.

B. Examine the concepts of work and work roles and the many occupational possibilities.

C. Develop attitudes, knowledge and skills needed for effective employment.

D. Develop self-awareness as related to the life roles.

By the completion of grade 6, students will have been involved in career awareness activities from the state curriculum materials, teacher developed materials, and purchased materials.

CAREER EXPLORATION

The Career Exploration Goal states:

> Every learner shall, upon completion of the Grade 7 through 10 portion of his public school education, have explored, through hands-on experiences, many jobs found in broad families of occupations to enable the learner to make an informed, though tentative, choice of a cluster based skill training program in which to participate beginning at Grade 11.

Goals for Career Exploration should be of sufficient scope and depth to enable each student to:

A. Gather information concerning needs, goals, abilities, values, interest attitudes, beliefs, and traditions.

B. Learn to use resource materials and personnel for in-depth study of occupations.

C. Evaluate what factor might affect getting, holding, and succeeding in a job.

D. Recognize the inter-relationship of the life roles: learner, producer, citizen, consumer, individual, family member.

E. Acknowledge that every human being, in every vocational role, has human dignity and the right to the respect of himself and others.

F. Apply and extend the basic skills of reading, computation, composition, spelling, speaking and listening.

DISTRICT PLAN

GUIDANCE AND COUNSELING

PORTLAND PUBLIC SCHOOLS

GOALS:

A1: Each student will be helped to develop and use skills to discover and to explore his/her feelings, attitudes and personal values.

A2: Each student will be helped to develop a positive self-concept.

A3: Each student will be helped to develop decision-making skills.

A4: Each student will be helped to develop and accept responsibility for his/her behavior.

A5: Each student will be helped to develop social problem-solving skills.

A6: Each student will be helped to develop an educational plan to achieve career goals.

A7: Each student will be helped to develop a positive cultural and ethnic identity, to discover an awareness, appreciation, and respect for multicultural/multiethnic diversity, and to reduce cultural/ethnic stereotyping.

A8: Each student will be helped to use the opportunities and alternatives available in the school and community.

THE OUTCOMES LISTED BELOW ARE THE MINIMAL EXPECTANCIES FOR EACH GRADE LEVEL

1. By the end of kindergarten, the student will

   A. Recognize the role of each family member.

   B. Be aware of the rights and responsibilities of the individual at home and at school.

   C. Become aware of choices in making decisions.

   D. Explore the need to share and cooperate to complete tasks.

   E. Know the jobs of home members and school workers.

   F. Identify within the home unit those items that are needed and those that are wanted.

   G. Identify different tools for different careers.

2. By the end of grade 1, the student will

   A. Be aware of the importance of getting along with other people.

   B. Be aware of the consequences of personal decision making.

   C. Acquire the ability to develop rules with others, accept direction and take responsibility.

   D. Be aware that school is a job that requires mastery of basic skills for success.

   E. Be aware of the importance of "self" as an individual and as a worthwhile member of groups.

   F. Identify the similarities and differences between home roles and school roles.

   G. Compare home, school and community jobs and activities.

   H. Be aware of the exchange of goods and services.

3. By the end of grade 2, the student will

   A. Be aware that people have varying capabilities.

   B. Identify ways people interact in meeting individual and group goals.

   C. Be aware of alternatives to problems and be able to express them.

   D. Be aware of the different methods people use to communicate.

   E. Gain a knowledge of jobs necessary to maintain the community.

   F. Relate basic skill development to life roles within the community.

   G. Become aware that jobs and communities are dependent on each other.

   H. Explore how money is used.

4. By the end of grade 3, the student will

   A. Learn to use problem-solving skills in making decisions.

   B. Identify the contributions of community members.

   C. Be aware of the different ways that people achieve their goals.

   D. Participate in active groups in order to develop individual and group goals.

   E. Recognize the similarities and differences between producer and consumer life roles.

   F. Compare local jobs to jobs in general.

   G. Be aware of the work that people do in other cities of the world.

   H. Explore how different tools help people do their work.

   I. Recognize the need for a monetary system.

5. By the end of grade 4, the student will

   A. Realize the need for goals in reaching decisions.

   B. Explore how to resolve personal conflict between individual and group goals.

   C. Be aware of individual strengths and weaknesses and their relationships to job choices.

   D. Explore the relationship between educational skills and individual success.

   E. Understand the process of production and distribution of goods and services.

   F. Be aware of the wage earner's job and how it affects the home unit.

   G. Classify occupations according to similarity of job performances.

6. By the end of grade 5, the student will

   A. Apply decision-making process to school-related problems.

   B. Be aware of individual's rights and responsibilities as a worker.

   C. Recognize an individual's interdependence within the world of work.

   D. Be aware of how careers influence one's life.

   E. Compare the advantages and disadvantages of various jobs.

   F. Be aware of the many machines and tools people use in production of goods.

   G. Be aware of the law of supply and demand.

   H. Explore the process of mass production and distribution.

NATIONAL CAREER DEVELOPMENT WEEK

November 2 - 8, 1986

NATIONAL CAREER DEVELOPMENT WEEK THEME DAYS

Theme days spotlight areas where increased awareness is necessary. They are:

Sunday, November 2
"Planning for Life Roles"

Monday, November 3
"Planning for Life/Career Decisions"

Tuesday, November 4
"Planning for Work and Family Roles"

Wednesday, November 5
"Planning to Understand and Manage Change"

Thursday, November 6
"Planning to Cope with Life Crises"

Friday, November 7
"Planning to Meet Challenges and Opportunities"

Saturday, November 8
"Planning for Careers in a Multi-Cultural Society"

TWENTY-FIRST ANNUAL NCD WEEK 1986
November 2nd through 8th

CAREER PLAN for the LIFE SPAN

CAREER GUIDANCE ACTIVITY

TITLE: National Career Development Week - Poster Contest - 1986 "Career Plan for the Life Span"

GRADE LEVEL: All

OBJECTIVES OF ACTIVITIES: To create a poster that represents a specific career or groups of careers that reflects the present theme of the National Career Development Association.

TIME: Open

MATERIALS: Poster paper, tag board, various art supplies

PROCEDURES: CAREER POSTER CONTEST GUIDELINES

1. ELIGIBILITY

Students enrolled in public, private, and parochial schools in states with NCDA or AACD State Divisions are eligible. Contest divisions are:

Primary Division: Grades K-2
Elementary Division: Grades 3-5
Intermediate Division: Grades 6-8
Senior Division: Grades 9-12

2. THEME

Posters should reflect the 1986 National Career Development Week (NCDW) theme: "Career Plan for the Life Span." Posters can represent a specific career or groups of careers. Lifestyle, leisure time, career awareness, career planning, occupational activity and career development are possible topics. Slogans may be used.

3. LETTERING

Simple bold lettering is preferred. Captions may be used to convey the message, attract attention and to achieve goals of clarity, vigor and originality. All lettering will be considered part of the design.

4. MEDIA

Ink, pencil, collage, poster paints, magic marker, acrylic, photography, cut and pasted paper and a mixture of media may be used.

5. SIZE

Minimum size is 22 by 22 inches. Maximum measurements are 22 by 28 inches.

6. ENTRY FORM

A 3 x 5 inch card must be attached to the back of each entry. Please include the following information:

Name _____

Address _____

City _____ State _____ Zip _____

Grade _____ Principal _____

School Address _____

City _____ State _____ Zip _____

School phone no. ( ) _____

County _____

7. DISPLAY

Deadline for completion is October 31, 1986. Posters are to be displayed in the student's school during National Career Development Week.

8. CONTEST PROCEDURES

In order for a poster to be considered for national judging, the poster must place first, second or third in the following elimination contests:

IN BUILDING - All posters in a school building should be judged. The winning posters first, second and third are entered in a city/district contest.

CITY/DISTRICT - First, second and third place posters from all participating schools are judged.

NATIONAL - First, second and third place posters from state level contests are submitted to the appropriate division contest coordinator, e.g. all elementary winning posters go to the Elementary Division Coordinator.

Winning state posters must be submitted to division coordinators by January 27, 1987.

9. ENTRY DEADLINES

Building contest: October 31, 1986
City/Dist. contest: November 19, 1986
State contest: December 10, 1986
National contest: January 27, 1987

10. JUDGING CRITERIA AND TEAMS

Judging will be based on originality/creativity, development of theme, clarity of message and artistic design. Each judging team will consist of a representative from education, business/industry, a community agency and the visual arts profession. Selection of judges is left to the discretion of contest coordinators.

11. ENTRY RETURN

All national entries become the property of National Career Development Week programs and will not be returned. The Association reserves the right to use posters to focus attention on activities and to promote NCDW goals.

12. RECOGNITION AND AWARDS

National awards will be given to first, second and third place winners in the four divisions. Awards will be announced at the 1987 AACD convention. Certificates of participation will be given to all national entries. State divisions will determine their prizes. City/district and building awards are made at the discretion of local coordinators.

CAREER GUIDANCE ACTIVITY

TITLE: National Career Development Week - Poetry Contest - 1986 "Career Plan for the Life Span"

GRADE LEVEL: All

OBJECTIVES OF ACTIVITIES: To create a poem, using any acceptable poetic form, that reflects the present theme of the National Career Development Association.

TIME: Open

MATERIALS: Pencil, pen, paper

PROCEDURES: CAREER POSTER CONTEST GUIDELINES

1. ELIGIBILITY

Students enrolled in public, private, and parochial schools in states with NCDA or AACD State Divisions are eligible. Contest divisions are:

Primary Division: Grades K-2
Elementary Division: Grades 3-5
Intermediate Division: Grades 6-8
Senior Division: Grades 9-12

2. THEME

Poems should reflect the 1986 National Career Development Week (NCDW) theme: "Career Plan for the Life Span." The poem topic must be related to the world of work, careers, jobs, professions and/or feelings about work.

3. POETIC FORM

Use any acceptable poetic form - i.e., cinquain, diamante, free verse, haiku, limerick, metered, rhyming, blank verse, etc.

4. SIZE

Submit each poem on a sheet of paper, at least 8" by 10-1/2 in size.

5. ENTRY DEADLINE

Winning state poems must be submitted to the National Coordinator by January 27, 1987.

6. CONTEST DEADLINES

Building contest: October 31, 1986
City/Dist. contest: November 19, 1986
State contest: December 10, 1986
National contest: January 27, 1987

7. JUDGING CRITERIA AND TEAMS

Judging will be based on originality/creativity, development of theme, appropriate form and execution and spelling and grammar. Each judging team will consist of educators including a member of the language arts department and a representative from business/industry and the community. Selection of judges is left to the discretion of contest coordinators.

8. ENTRY RETURN

All national entries become the property of National Career Development Week programs and will not be returned. The Association reserves the right to use poems to focus attention on activities and to promote NCDW goals.

9. RECOGNITION AND AWARDS

National awards will be given to first, second and third place winners in the four divisions. Winners will be announced at the 1987 AACD convention. Certificates of participation will be given to all national entries. Winning poems will be printed into a booklet for national distribution. State divisions will determine their prizes. City/district and building awards are made at the discretion of local coordinators.

10. ENTRY FORM

On the back of the entry, please include the following information:

Name _____

Address _____

City _____ State _____ Zip _____

Grade _____ School Name _____

Contact Person _____

School Address _____

City _____ State _____ Zip _____

School phone no. ( ) _____

County _____

11. DISPLAY

Deadline for completion is October 31, 1986. Poems are to be displayed/ read in the student's school during National Career Development Week.

12. CONTEST PROCEDURES

In order for a poem to be considered for national judging, the poem must place first, second or third in the following elimination contests:

IN BUILDING - All poems in a school building should be judged. The winning poems (first, second and third) are entered in a city/district contest.

CITY/DISTRICT - First, second and third place poems from all participating schools are judged.

NATIONAL - First, second and third place poems from state level contests are submitted to the National Coordinator.

SUGGESTIONS FOR LOCAL ACTIVITIES:

A. Plan

1. Local Poetry Booklets

2. Assembly Programs

3. School Exhibit of Poems
   a. Illustrated
   b. Explanation of the Career
   c. Diarama Display

B. Sequence

1. Class Career Poetry Activity

2. Selection of Poems

3. Print selected poems in a booklet

4. Assembly program
   a. An oral reading of the poems
   b. Act out poems

5. Select the three best poems in each division

6. Send them to the District Coordinator

7. District Committee selects the best three in each division and forwards them to the State Poetry Coordinator

8. Following state contest, forward to National Coordinator

CAREER VOCATIONAL TECHNICAL EDUCATION

PORTLAND PUBLIC SCHOOLS

CAREER GUIDANCE ACTIVITY

TITLE: Vehicle Day

GRADE LEVEL: K-5

OBJECTIVES OF ACTIVITIES: To acquaint the students with the tasks and responsibilities of various careers, focusing on the uses they make of vehicles in their work.

TIME: Two hours

MATERIALS: Art supplies

PROCEDURES:

Suggested Pre-Activities

1. Discussion of vehicles to be seen.
2. Discussion of jobs involved.
3. Class compose a list of questions that could be asked of the drivers.
4. Spelling words dealing with vehicles.
5. Discussion of student conduct during vehicle presentation.

Suggested Follow-Up Activities

1. Art pictures of the vehicle and uniforms (if appropriate) of drivers.
2. Story -- "A Day in the Life of a _____."
3. Discussion of skills used in various jobs. (Ex. - "How does the police car driver use math?")
4. Write up about a job or jobs discussed.
5. Thank you letters to the drivers.

Source: Becky Terry, Atkinson (Retired)

Suggested Vehicles

1. Oil Truck
2. Farm Equipment
3. Tow Truck
4. Concrete Truck
5. Ambulance
6. Sweeper, Back Hoe, Paint Striper
7. Fire Truck
8. Paramedic Unit
9. Crime/Fire Prevention Unit
10. Police Car
11. Sign Truck
12. TV Station Remote Control Van
13. Garbage Truck
14. Bakery Van
15. Coca Coca Van
16. Plumbing Truck
17. Telephone Truck
18. Funeral Coach
19. Golf Cart
20. PGE or PPL Truck
21. Blacksmith Shop on Wheels
22. Port of Portland Van
23. US Air Force Flight Simulator
24. Meter Maid Scooter
25. Motor Cycle
26. Hot Dog Stand or Canteen Truck
27. Antique Car
28. International Bicycle Racer
29. Tri-Met
30. Recreational Vehicle
31. Marv Tonkin Ford - Modern Car

VEHICLE DAY

SAMPLE SCHEDULE

_____ _____
Date Time

_____
Site Location

Teachers Responsible:

_____

_____

Vehicle	Parent Host/Hostess	Student Assistant	Class Beginning Points 1:00 Gr./Rm.	1:40	2:20

VEHICLE DAY

INSTRUCTION TO TEACHERS

Dear Vehicle Day Participants,

The _____ of _____ should prove to be fun as well as instructional as guests share with _____ students information about their various careers. Your students are in group _____.

The following suggestions are in the interest of Vehicle Day success.

1. Using the schedule provided, be sure your class stays together the entire afternoon.

2. Since each guest is here to share, do not slight the "ordinary" vehicle in favor of the "unusual" or "sensational."

3. For safety reasons and for Vehicle Day evaluation, Grades _____ will return to their classrooms until dismissal at _____. This will allow vehicles to leave sans students.

4. Upon Primary dismissal at _____, students are not to return to vehicle grounds, but leave by front doors for home. They should not wait for older brothers and sisters on this date.

Note: The sheets for student use are in this packet. If you desire multiple copies, sign up in the office which ones and how many. These will be made available only upon request.

You are very important to the success of this day. Make it fun, instructional and orderly.

Thanks,

VEHICLE DAY

SAMPLE CLASS ROTATION SCHEDULE

Area A - Parking Lot	Area B - Park Grass	Area C - Upper Playground
1:00 - 1:40 - Group A	1:00 - 1:40 - Group B	1:00 - 1:40 - Group C
1:40 - 2:20 - Group C	1:40 - 2:20 - Group A	1:40 - 2:20 - Group B
2:20 - 3:00 - Group B	2:20 - 3:00 - Group C	2:20 - 3:00 - Group A

* * * * * * * * * * * * * * *

Everyone starts at 1:00 at the positions stated in the schedule. You are to move in a clockwise manner (ex. 1 to 2, 3 to 4) until the 40-minute period is complete. At 1:40 students in Area A then move to Area B, Group B to Area C and Group C moves to Area A. You begin at the same numbered vehicle that you did in the first session. Again in Session II you rotate in a clockwise manner. At 2:20 the classes then move to their final area, again starting with their original numbered vehicle. If you start one area at #5 you start the other two areas at #5. Keep moving so you are able to see as many vehicles as possible in your area during the allotted time period, however, take time to find out about the tasks and responsibilities of the resource person.

VEHICLE DAY

Before you go out to look at the vehicles, fill out as much of this form as possible. When you return from your "vehicle tour," try to add additional information that you learned by seeing the vehicles. Use as many pages as you need.

VEHICLE NAME	VEHICLE FUNCTION	OCCUPATION
Ex. Ambulance	Carries emergency equipment and takes sick or injured people to the hospital	Health

VEHICLE DAY

Choose 6 of the vehicles to draw:

VEHICLE DAY

How many wheels do these vehicles have?

Tow Truck _____

Fire Truck _____

Concrete Truck _____

Bicycle _____

Street Sweeper _____

Antique Car _____

Oil Truck _____

Capper _____

Tractor _____

Meter Maid Scooter _____

TV Van _____

Tri Met Lift _____

Golf Cart _____

Tri Vit _____

VEHICLE DAY

TYPICAL QUESTIONS ABOUT CAREERS

1. What do you like about your occupation?
2. Is there anything you do not like about your work?
3. How does your career help the community?
4. What habits help you do your job well?
5. How much education is necessary to enter your career?
6. What kind of training did you need beyond school?
7. What are the common skills of your career?
8. What tools or specific equipment do you use?
9. What interests and/or abilities helped you decide on your career choice?
10. Does your career require much mental work and/or a certain mental attitude?
11. Does your career require physical work?
12. What school subjects would help to prepare me for this career?
13. How important is getting along with other people in your occupation?
14. Are there any special requirements for the job (such as, obtaining a license, age minimum or maximum, etc.)?
15. Where can I find more information about this career?
16. What salary can be expected for a person with no experience, with a few years experience, or with many years experience?
17. Are there any fringe benefits?

VEHICLE DAY

EVALUATION

What I liked:

Things that could be improved:

Comments:

REACTIONS TO VEHICLE DAY

As a participating Parent:

What fun! A few hours (only too short) spent watching students from Atkinson (K through 8) gather around representatives from every type of career; and to watch the sharing of pride, wonder and knowledge concerning that particular vehicle's function, daily, in a routing day in our city. The smooth, eight-month planning blossomed into a "grand" learning experience for students, businessmen, teachers and Parents.

As a participating Exhibitor:

Boy! When Atkinson School plans something, you do it up in grand style! I am pleased to have been a small part of your Career-Education Day. You were so well organized, the student body so responsive that the time simply flew by! Before I realized what was going on, the afternoon was all over. Other exhibitors with whom I had the opportunity to discuss the afternoon, felt as I do . . . Please include me if you are planning another "Career Education Day" of this type.

As a participating Student:

What's Happening May 18

This was the first sign to us students that something special was going to happen. This was our second clue that something really special was going to happen . . . and this was "proof" that something really, really special was happening. It was a very enjoyable experience . . . Tri-vets - fire trucks - sign trucks - and each one with his own enthusiasm about his business. It was Great!!!

As a participating Teacher:

Vehicle Day on May 18 was a day eagerly anticipated and thoroughly enjoyed by everyone at Atkinson School. Students were able to learn about the tasks and responsibilities of various careers and how the vehicles that were seen related to these careers. Many of our students were busy carrying out special activities on May 18, also. They were asked to make posters, signs and name tags, plan and serve refreshments to our guests, and the student hosts and hostesses assisted each guest and helped them have a pleasant visit with the students of Atkinson School.

VEHICLE DAY

SAMPLE LETTER TO VEHICLE OWNER

Thank you for your willingness to participate in the _____ School "Vehicle Day." This is a total school project, involving grade levels _____ through _____ and will take place on _____, from _____ to _____.

You will give the students an opportunity to discover the purpose and the function of many vehicles commonly seen in our community and will create for them an awareness of the need for vehicles in everyday life.

Approximately ____ vehicles will be on display. The students will visit each vehicle by classroom and by grade level. Each classroom will be guided by a room mother and a teacher. There will also be student hosts/hostesses placed in various areas for your convenience.

You will be receiving a follow-up letter explaining the vehicle placement and the organization of the activity. If you have any questions or concerns, please call at any time.

Sincerely,

VEHICLE DAY

SAMPLE PARENT HOST/HOSTESS MEMO

Parents, you are an important part of Vehicle Day. We are looking forward to a fun as well as instructional afternoon. Come as soon after 12:30 as possible and find your assigned station. Students are to stay with their class and homeroom teacher. Only students with badges will be away from their group.

For safety reasons Primary children, dismissed at usual time, will leave by the Division Street door (front) and go straight home without returning to the vehicle area. Grades 4 - 8 will return to their classrooms at 3:00 and will evaluate Vehicle Day until 3:15, the dismissal time for that day. That procedure will give the vehicles an opportunity to depart without children in the area.

Your task is a public relations one:

1. To keep our guests, the vehicle drivers, happy and see to their needs. There will be a student assistant at each station to assist you, run errands, etc.

2. To be at the station assigned you. Please protect the vehicle as needed and assist the driver as he presents his job to the students. Assist the teacher in encouraging student listening while driver is talking.

3. To see that student assistant serves coffee and cookies to the driver and you.

4. To ask Unit leader for assistance if needed.

5. To plan for official badge distribution.

6. To visit other vehicles as planned on May 15.

7. a. To introduce yourself to driver. Find out what his name is. (Write it down and give to Area leader before you leave.)

   b. To thank your guest for coming and contributing to the education of our children.

VEHICLE DAY

STUDENT ASSISTANTS

Student assistants, you are an important part of Vehicle Day. We are looking forward to a fun as well as instructional afternoon. It will be your duty to see that the afternoon runs smoothly. Thank you for your participation.

1. Check points

   1.1 Station Assignments - Be sure you know where your assigned station is. You will need to leave class at _____ (not earlier) to be at your assigned station.

   1.2 Badges - Be sure you have your badge of identification.

   1.3 Charts/Posters - Be sure you have placed the right vehicle charts in the right area. Have you the right number of vehicle placements in your area? Have you made enough posters?

2. Area Student Assistants

   2.1 Area A -
   Area B -
   Area C -

   2.2 Place the _____ for vehicles by _____. Check with master plan for correct placement. Ask two assistants in your area to help you.

   2.3 Be at your assigned area at _____ to help as needed - possibly by the entry sign until vehicles are in.

3. Procedures

   3.1 Only students with official badges are to be out of class to help.

   3.2 All students with badges are to stay at their stations to be of help to assigned guests. Do not try to get with your friends during this time. Impress on your guest you are the "host/hostess with the mostest."

   3.3 If your guest and adult host/hostess desires coffee and cookies, it is your responsibility to get refreshments for them.

   3.4 Help protect the vehicles from abuse. Ask the driver what he would like you to oversee.

   3.5 Thank your guest and host/hostess for coming. Return to your home room at _____. Do not stay out to watch vehicles leave.

4. Public Address System

4.1 Set up public address system outside.

4.2 _____ will be operator.

4.3 Have a record player available.

VEHICLE DAY WORKER'S RALLY

Agenda

_____ _____ _____
Date Place Time

Please go to assigned area:

I. Students II. Parents III. Teachers

Greetings: _____
Principal

3:20 - 3:45 Area Meetings
Students - , Leader
Parents - , Leaders
Teachers - , Leader

3:45 - 4:15 Total Group Meeting
Leaders summarize responsibilities
Question-Answer period

ON TO VEHICLE DAY - _____ _____
Date Time

VEHICLE DAY

SAMPLE PRESS RELEASE

April 17, 1986

_____ School "Vehicle Day" is a total school project, involving grade levels through _____. It will take place on _____, from _____ to _____.

The students will have an opportunity to discover the purpose and function of many vehicles that are commonly seen in our community and will create for them an awareness of the need for vehicles in everyday life.

Approximately 30 vehicles will be on display. Each of the vehicles will be accompanied by a representative to discuss uses and answer questions the students may pose.

The students will visit each of the vehicles by classroom and by grade level. Each of the classrooms will be guided by a teacher and a room mother. There will also be student hosts and hostesses placed in various areas for assistance.

_____, a teacher at _____, scheduled and coordinated the activity.

Contact: _____
Name

_____
School

_____
Address

_____
Zip

_____
Phone

CAREER GUIDANCE ACTIVITY

TITLE: Career Fair/Days

GRADE LEVEL: All Levels

OBJECTIVES OF ACTIVITIES: To show the relevance between school and the world of work.

TIME: Three hours

MATERIALS:

PROCEDURES:

1. Steering Committee
   a. Since preparing for and conducting a career day requires much time and effort, it is advantageous to select a steering committee consisting of the career ed. coordinator, media specialist, administrator, students, community representatives, and several teachers.
   b. Preparing a time line can assist in dividing responsibility and in providing a checklist for the numerous details involved in the planning.
2. Selecting Speakers
   a. Student surveys indicating areas of interest will provide the committee with suggestions for speakers.
   b. An excellent source for resource persons is the File of Community Resource Volunteers (CRV) published by the Additions office. To request a resource person, check the CRV catalogue and follow referral procedures accordingly.
   c. Other sources to consider in selecting speakers include:

      Chamber of Commerce, Neighborhood Booster organizations, Area Vocational Schools and Colleges/ Universities, Field Trip contacts, parents and/or guardians of students.

d. After initially contacting the speakers, follow up with a letter confirming date, time, length of presentation, and subjects to be addressed. It is wise to include a directional map to the school.

3. Scheduling Students

a. After the speakers are confirmed, students should be permitted to select and schedule the sessions they wish to attend unless the classroom presentation format is used. Once the students are scheduled participating teachers should be given a list of the students who will be in their classroom for each session.

b. Scheduling through the computer, if one is available, facilitates the process.

4. Evaluation

Evaluations are important in determining the effectiveness of the Career Day and in detecting procedures that need improvement. Students, teachers, as well as speakers should be asked to complete an evaluation.

5. Thank-you Notes

Following Career Day, thank you notes should be sent to the speakers as well as members of the committee and others who assisted such as the lunchroom manager, secretaries, etc. If resources are available certificates of appreciation might be distributed to all involved.

6. Suggested Activities

Activities conducted in the classroom both before and after will reinforce the career day itself. Following are suggested activities:

- Have informal class discussion sharing career information
- Conduct individual research on career areas of interest
- Arrange for job shadowing
- Design a bulletin board or display depicting various career areas

CAREER FAIR/DAYS

FACULTY BULLETIN

Career Day will be held this year on _____. The students will be receiving a slip which they will use as a ticket of admission to the Career Sessions.

The students will go to three successive career sessions that they have chosen. Please check each student's slip as he/she enters your room to verify correct room. Please do no allow students in your room who do not have that topic listed for that session. Students without a slip at all should report to the library.

The career speakers we would like you to host are _____ Session 1, _____ Session 2, and _____ Session 3.

Thanks for your cooperation; we appreciate your help.

CAREER FAIR/DAYS

SAMPLE STUDENT LETTER

Students:

The Career Day Fair Committee of _____ School is sponsoring a Career Fair _____. During three sessions there will be community and business people at school to speak with you.

The procedure for selecting your choice of resource people as follows:

1. Look over the attached list of jobs and careers.

2. Select three (3) careers that you are interested in. At the bottom of this page you will find three (3) tickets. Write your name, career choice, and room number for each career selected. For instance: If you are interested in architecture, court reporting, and paramedic, then it would be listed as:

   1st Session - Architecture - Room 101
   2nd Session - Court Reporting - Room 600
   3rd Session - Paramedics - Gym

On Friday, March 12, the forms will be returned to you at the beginning of the day. These will be the tickets that will record your attendance for the three (3) periods.

We are looking forward to a fantastic day and hope that you will be aware of the many jobs available and take advantage of the wealth of information that will be presented by these resource people.

Name _____	Name _____	Name _____
Second (2nd) Period	Third (3rd) Period	Fourth (4th) Period
_____	_____	_____
Career Choice	Career Choice	Career Choice
_____	_____	_____
Room Number	Room Number	Room Number

CAREER FAIR/DAYS

SAMPLE STUDENT SELECTION SHEET

Name _____ Home Room Teacher _____

From the list below, select your first, second, third and fourth choices of speakers you would like to hear on _____.

Speaker Topic	1st	2nd	3rd	4th
ACCOUNTANT				
ARCHITECT				
AIRPLANE PILOT				
ATTORNEY				
COMPUTER CAREERS				
DISC JOCKEY				
ENGINEER				
FISH AND GAME WARDEN				
LEGAL SECRETARY				
MECHANICS				
MODEL				
NURSE/DOCTOR				
PARAMEDIC				
PHOTOGRAPHY				
SOCIAL WORKER				
VETERINARIAN				
WRITER				
RESTAURANT MANAGER				
FIRE FIGHTER				

DO NOT WRITE BELOW THIS LINE

CAREER FAIR/DAYS

IN-HOUSE SPEAKER CONTACT

Mr.
Ms.
Mrs.
Miss
Dr.
Prof.

Speaker Name: _____
First Middle Initial Last

Speaker's Business Position _____

Company Name _____

Business Address _____

City, State, Zip _____ Phone _____

***If business information is not available, fill in next 2 lines:

Home Address _____

City, State, Zip _____ Phone _____

* *

Career _____

Which sessions will speaker attend? (please check each)

Check here	Session	Time	Must check in by
_____	1st		
_____	2nd		
_____	3rd		

* *

Date contacted by phone: _____

Date confirmation sent: _____

Equipment requested: _____

Reminder call date: _____

Thank you letter: _____

Date: _____

Dear: _____

Thank you for your willingness to participate in our Career Day, _____.
Date

The objective of these presentations is to help students realize that everyone works and that all work has value. We will be exposing students to a wide variety of occupations. Through this experience hopefully, students will begin to see some relevance to their current education program.

You might want to bring pamphlets or other materials to augment your presentation. Tools of the trade, if practical, always add to a delivery. Some of the things we would like to hear, are as follows:

Brief description of the work
Attitudes, aptitudes or skills important for the job
Rewards of the work besides the financial which often your people consider first
The outlook for this work
Changes taking place in equipment and training requirements
Special preparation needed after high school
Relating career work to what these students are doing now in school

The format will be as follows:

Meet in library between _____ for beverage and rolls. A student guide will meet and direct you to your assigned room at _____.

Session #1 minutes
#2
#3

A teacher will be with you in your assigned room at all times. Should you require a projector or other special A.V. equipment, please call me several days in advance so I can be prepared with what you need, _____.
Phone

If you haven't already participated in a Career Day, I believe you will find acting as a role model for our young people a most rewarding experience. Thank you again for agreeing to come _____.
Date

Sincerely,

CAREER FAIR/DAYS

SPEAKER: _____

PLACE:

DATE:

TIME: _____ SUBJECT: _____

SUGGESTED OUTLINE FOR SPEAKER

1. Description of the Occupation

    a. Nature of the work - hours, working conditions
    b. Attractive features - associations, social status
    c. Undesirable features - hazards, strains
    d. Present outlook - demand and supply

2. Requirements of the Occupation

    a. Education and training - amount, type, time, expense, school subjects most essential
    b. Personal qualifications - any special demands, physical, mental, etc.

3. Rewards of Occupation

    a. Personal satisfaction - service to others, associations, prestige, self-expression
    b. Security - pensions, retirement allowance, tenure, vocations
    c. Opportunity for advancement
    d. Possibility for transfer to other related vocations
    e. Renumeration
        1. How paid - salary, commission, hours
        2. Hours - permanent - availability

4. Reasons the speaker chose the career

5. Question and answer period

SCHEDULE

There will be three sessions of about _____ minutes each:

8:56 - 9:38 _____
9:42 - 10:24 _____
10:28 - 11:10 _____

You are assigned at the time and session listed above. Please arrive approximately 10 minutes early so student assistant can take you to assigned room. Room assignments will be given when you arrive and are met by _____.

We encourage you to bring any slides or materials you feel will be helpful in presentation. If you have any questions, please feel free to call me.

CAREER FAIR/DAYS

SPEAKER'S GUIDE

(This might be used as an outline for the speaker)

1. Indicate the company you work for, its purpose and how many jobs there are in the company.
   a. Number of different jobs.
   b. Number employed in each job title.
   c. Kinds of work performed.

2. Employment Requirements
   a. What are the educational and training requirements?
   b. How long does it take to learn how to do this kind of work?
   c. How old must one be to get a job of this kind?
   d. What are the physical requirements for the job?

3. Working conditions
   a. Is it indoor or outdoor work?
   b. Is the work seasonal?
   c. What hours do you work?
   d. What are the weekly or monthly earnings?
   e. Is there any special clothing or equipment you wear?
   f. How much vacation time?

4. Employer - Employee Expectations
   a. Dress and appearance.
   b. Responsibility and authority.
   c. Attitude and mutual respect.
   d. Interpersonal relationship.

CAREER FAIR/DAYS

INDUSTRY REPRESENTATIVE'S EVALUATION FORM

Name _____ Industry _____

Job Title _____

School _____ Date _____

	Fully		Partially		Not at all
1. Did the students respond readily to your initial comments:	1	2	3	4	5
2. Did the students' questions reflect an interest in your occupation?	1	2	3	4	5

3. What questions did the students ask to which you had no answers?

_____

_____

4. What additional information should be made available to the students concerning your occupation or industry?

_____

_____

5. Was there any information you should have had beforehand that would have made your presentation easier?

_____

_____

6. Additional comments:

_____

_____

_____

CAREER FAIR/DAYS

EVALUATION CAREER DAY

(May be given to both faculty and students)

Please evaluate the sessions you were able to attend so that we might know effectiveness of the resource person for a future program.

Session _____ Poor Fair Good Excellent

Speaker _____

Comments:

Session _____ Poor Fair Good Excellent

Speaker _____

Comments:

Session _____ Poor Fair Good Excellent

Speaker _____

Comments:

Session _____ Poor Fair Good Excellent

Speaker _____

Comments:

Additional comments regarding assemblies, arrangements, etc., for future Career Program.

SAMPLE THANK-YOU LETTER

_____
Date

Dear

Thank you for taking the time from your busy schedule to visit Robinswood on Career Day _____.

Your presentation played an important role in providing the ninth grade students with career information.

It is the responsibility of educators and the business community to make students aware of the broad range of career possibilities. Many thanks for being a part of this responsibility.

I look forward to working with you in the future.

Yours truly,

NEWS RELEASE

_____ was Career Day at _____ School. _____, Career Coordinator and _____, Counselor, called upon members of the community to come in and talk to students about careers and their advantages and disadvantages.

Over _____ speakers from such varied careers spoke to _____ students for nearly three hours.

The speakers were escorted around the school by student ambassadors and were treated to refreshments.

Career Day was designed to allow students to develop an appreciation for an occupation, to relate academic skills involved in a career, and to determine compatibility between the occupation and personal interests and aptitudes.

Career Day was successful and was informative and enjoyable for all involved.

GUIDELINES FOR REQUESTING CAREER EDUCATION

FIELD TRIP FUNDS

BECAUSE IT TAKES TIME TO PROCESS REQUESTS,

FIELD TRIPS NEED TO BE REQUESTED BY NOVEMBER 15th

STEP 1 Teacher requesting field trip must fill out the REQUEST FOR CAREER EDUCATION FIELD TRIP FUNDS form. Be sure you complete this form on both sides. DO NOT ORDER BUS at this time; just get an estimate of the cost.

STEP 2 Teacher requesting field trip must fill out the P.P.S. Transportation Request Confirmation and Invoice Form TD 5. Complete Section A except for the Bill to Acct. No.

STEP 3 Attach both forms together and send to Cathy Williams at Madison for review and further processing to the Career/Vocational Education office.

STEP 4 Approval or rejection by the Career/Vocational Education office will be sent to Building Career Ed. Coordinator. Approved transportation request will be forwarded to the Student Transportation Department.

STEP 5 Student Transportation Department will send confirmation to the teacher requesting the field trip.

(Sample)

CAREER VOCATIONAL TECHNICAL EDUCATION

REQUEST FOR CAREER ED. FIELD TRIP FUNDS

School Summerville Teacher(s) Mrs. Johnson

Phone 280-1234 3rd Grade

No. of Students Going 30 Date of Trip Feb. 14, 1986

Related to Subject(s) Social Studies, Time Span 9:30 a.m. to 12:30 p.m.

math, language arts, Transportation Cost $55.00

Consumer ed. Career Awareness Carrier PPS Transportation

Destination Franz Bakery

CORRELATION OF TRIP TO CAREER EDUCATION (Check all that apply)

1. Students will identify and develop attitudes about the world of work.
   - X Identify how work requires individual effort.
   - X Recognize that work requires group participation.
   - X Recognize work as a need of society.
2. Students will acquire knowledge about the world of work.
   - X Identify various tasks of workers.
   - X Identify the difference between production, distribution, and consumption.
   - X Understand the interrelationships of the producer life role to family, citizen, consumer, individual, and learner.
3. Students will identify their individuality and continue to develop a relationship with occupational roles.
   - X Recognize acceptable behaviors of workers.
   - X Identify the physical environment of workers.
   - X Identify strengths and weaknesses as they apply to occupations.

4. Students will develop skills in decision making, communicating, and creating as related to world of work.

_X_ Recognize basic methods of communication that workers must use.

_X_ Identify creativity in many occupations.

_X_ Identify decision-making in the work place.

5. Students will develop physical and mental skills to occupational roles.

_X_ Recognize that work requires certain physical movement or skills.

_X_ Identify how tools are an extension of the body.

_X_ Recognize how classroom-obtained skills are directly related to job performance.

FOLLOW-UP ACTIVITIES (Explain, please) Class discussion, work sheet regarding above guidelines, art project

****

FOR OFFICE USE

Field trip has been approved for _____ (Date) at _____ (Time).

_____
Destination

Field trip has not been approved because _____

_____

REMINDER:

THE SCHOOL IS RESPONSIBLE FOR SUBSTITUTES AND FOR ORDERING TRANSPORTATION.

CAREER AND VOCATIONAL ED. WILL NOT FUND TRIPS AFTER APRIL 15.

_____ _____
Date P.P.S. C. E. Specialist

I have reviewed this trip. _____
Catherine Williams

_____
Date

Sample

PORTLAND PUBLIC SCHOOLS
Student Transportation Services
2054 N. Vancouver Ave.
Portland, Oregon 97227 249-6901

TRANSPORTATION REQUEST, CONFIRMATION AND INVOICE

A. REQUESTOR

School Summersville
Program Career Awareness / Social Studies
Type Transportation: Field Trip ☒ Athletics ☐ Student Funded ☐
Date September , 1986
Requestor Mrs. Johnson
Date needed February 14, 1986
Grade level 3rd
No. of passengers 30 students 1 teacher
Type trip Student Career Awareness
Destination Franz Bakery
Address N.E. 14th Ave and Everett St.
Special Instructions pick up students in front of building
Load time school 9:30 a.m.
Leave time school 9:40 a.m.
Leave time return 12:10 pm.
Arrive time school 12:30 pm
Bill to Acct. No. Elem. in C.E./Voc. Ed
Authorized by principal's signature

B. CENTRAL DISPATCH

Date received _____
Date confirmed _____
Person notified _____
Estimated cost _____
Assigned to _____ by _____
No. Busses _____ Trip No. _____

C. DRIVER

Name _____
No. of passengers _____

	Mileage	Time	Layover Time
Final			
Starting			
Difference			

Take only ☐
Pick up only ☐
Take & pick up ☐
Take, Stay, Return ☐

D. INVOICE

Bus 1		Bus 2 (if more than one bus used)	
Rate		Rate	
Miles		Miles	
Hours		Hours	
Total cost		Total cost	

Program _____
Date billed _____
Authorized _____
Total billing _____

E. DISTRIBUTION

White: Central Dispatch Yellow/Pink: Contractor Goldenrod: Confirmation Green: Requestor

Requester: Fill out portion "A", keep copy 5 (Green)
Central Dispatch: Fill in portion "B", send copy 4 (Goldenrod) to school as confirmation, send 2 (Yellow) and 3 (Pink) to contractor, keep 1 (White)
Contractor: Give 3 (Pink) to driver. Driver fill in portion "C", return to contractor, who fills in portion "D" and returns to Central Dispatch, keep 2 (Yellow)

TD-5 3-1-79
87-7182

CAREER VOCATIONAL TECHNICAL EDUCATION

CAREER GUIDANCE ACTIVITY (Sample I)

TITLE: Field Trip Planning

GRADE LEVEL: any

OBJECTIVES OF ACTIVITIES: To plan a field trip using student input to develop the procedures for taking the trip and including identifying three workers at the site.

TIME: Two 30-minute planning sessions plus a follow-up session.

MATERIALS: Various art materials.

PROCEDURES:

1. The teacher and students, through discussion, begin planning the steps needed to take a field trip.

   (a) where
   (b) how
   (c) when
   (d) why
   (e) meals
   (f) clothing
   (g) behavior (responsibility)
   (h) expenses
   (i) emergencies
   (j) first aid (safety)
   (k) personal items
   (l) letter to parents
   (m) transportation granted
   (n) permission granted

2. The teacher and students, through discussion, begin planning the activities to be performed during the field trip.

   (A) Questions to be asked of workers
   (B) Draw a picture when we get back
   (C) Identify three workers to visit

3. Follow-up and complete #2 above with display work. Name three workers seen on the field trip and draw a picture of one of them. Display pictures of workers in the room or hall or ?

CAREER GUIDANCE ACTIVITY (Sample II)

TITLE: People Traits Field Trip

GRADE LEVEL: Any

OBJECTIVES OF ACTIVITIES: To make an on-site observation and be able to participate in an activity that identifies job roles.

TIME: Six hours

MATERIALS: 3x5 cards, props for simulated job sites, tag board, paper, yarn

PROCEDURES:

Before

1. The teacher will arrange for an on-site observation of workers and customers (bank, restaurant, grocery store, department store, etc.).
2. The students will identify, through class discussion, the job roles of occupations to be observed. The teacher will record job roles on an experience chart (see sample).
3. The students will identify traits of people. The teacher will record these traits on experience charts (see sample).
4. The students will match possible traits to specific identified job roles.

During

5. The students will visit an observation site and observe job roles and traits identified in class. (The teacher may want to have individual students or small groups look only for specific job roles and traits.)

After

6. Following the observation, the student will share actual job roles and traits observed. The teacher will complete the experience chart (see sample).
7. The teacher and students will develop a simulated grocery store (or restaurant, etc.) in the classroom providing all job roles observed.
8. The teacher will prepare 3 x 5 cards, each card showing one trait from the experience chart (see sample).
9. The teacher will prepare larger cards identifying job roles, to be worn by students (see sample).

10. Each student chooses a job role to demonstrate. Each student takes a trait card and role plays the job and trait, perhaps with one or two other students acting as a customer.

11. Remainder of the class identifies and discusses the trait being role played.

12. This activity can be continued using different job sites.

Sample of Experience Charts

Comment: The experience charts should be large enough to provide a comparison of before and after the field trip observations.

Job Roles

Possible Observation	Actual Observation
Grocery Store	Grocery Store
Checker	Fill in this column after returning from field trip.
Manager	
Stock Clerk	
Bookkeeper	
Produce Manager	
Butcher	

People Traits

Possible Observation	Actual Observation
Grocery Store	Grocery Store
Kind	
Talkative	
Loud	
Quiet	
Gentle	
Harsh	
Firm	

Traits Matched to Job Roles

Possible Observation	Actual Observation
Grocery Store	Grocery Store
Quiet - Bookkeeper	
Firm - Butcher	
Talkative - Checker	

CAREER
VOCATIONAL
TECHNICAL
EDUCATION

CAREER GUIDANCE ACTIVITY (Sample III)

TITLE: Field Trip Summary

GRADE LEVEL: Any

OBJECTIVES OF ACTIVITIES: To summarize a field trip by listing the jobs observed and reacting to those jobs.

TIME: 30 - 45 minutes

MATERIALS: Field Trip Summary Worksheet

PROCEDURES: After taking a field trip, give the students a Field Trip Summary Worksheet to fill out

Name _____

FIELD TRIP SUMMARY

Where did you go?

Name of firm: _____

Name of guide: _____

Date of trip: _____

What do they make (produce) or do (service)?

_____

List the jobs you observed:

1. _____ 5. _____
2. _____ 6. _____
3. _____ 7. _____
4. _____ 8. _____

Write your feelings about the kinds of jobs you observed:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

SUGGESTED MATRIX

	4th	5th
SEPTEMBER	Interviewing for classroom jobs 4-5.1	Classroom City Government Organization 5-3.4
OCTOBER	Parent Interview 4-1.3	Producing a Marketable Product 5-2.1
NOVEMBER	Assembly Line Production 4-3.4	Negotiation 5-4.5
DECEMBER	Role Playing Value Conflicts 4-4.5	Inquiry 5-1.1
JANUARY	Shipwreck Activity 4-1.8	Calendar Assembly Line 5-3.4
FEBRUARY	Occupation Bulletin Board 4-4.4	Life Roles Coat of Arms 5-2.3
MARCH	Six Life Roles 4-2.3	Class Assignment Decision Making 5-4.6
APRIL	Job Skills and School Subjects 4-5.4	Home Jobs 5-5.4
MAY	4-3.3 Self Collage	Leisure Time Activities 5-5.4
JUNE	Record Activities on Checklist	

In order to aid coordinates, teachers, and Child Development Specialist in yearly goal setting, a suggested matrix has been provided. Although its use is optional, it is hoped that students would have the opportunity to experience eight to twelve formal career activities a year.

CAREER GUIDANCE ACTIVITIES

PROGRAM GOAL 1

GRADE 4

STUDENTS WILL IDENTIFY AND DEVELOP ATTITUDES ABOUT THE WORLD OF WORK.

Suggested Activities Grade 4

4-1.1 Worker Classification
4-1.2 Needs Bingo
4-1.3 Parent Interview
4-1.4 Investigating Worker Attitudes
4-1.5 Rank Order School Responsibilities
4-1.6 Evaluating Personal Work Attitudes
4-1.7 Job Card Relay
4-1.8 Shipwreck Activity

CAREER GUIDANCE ACTIVITY

TITLE: Worker Classification

GRADE LEVEL: 4

OBJECTIVES OF ACTIVITIES: To develop a classification system to use in grouping types of workers.

TIME: 45-90 minutes

MATERIALS: pencil, paper

PROCEDURES:

1. Discuss and compile a list of occupations. (Teacher determines the number of occupations prior to the activity).
2. Determine the criteria for classification system (training, tools, tasks, working environment, clothing, vocabulary, etc.).
3. Classify types of workers according to the students own classification system. (Individual or small groups).
4. Share the classifications as a class.

CAREER GUIDANCE ACTIVITY

TITLE: Needs Bingo

GRADE LEVEL: 4

OBJECTIVES OF ACTIVITIES: To relate personal needs to workers who contribute to the fulfillment of these needs.

TIME: Several 45 minute periods

MATERIALS:
1. Felt pens, scissors, paste, rulers.
2. Large number of old magazines, etc.
3. Several sheets of tag board.
4. Student worker/needs lists.

PROCEDURES:

1. Each student will develop a list of 24 in-school and out-of-school needs (goods, services, etc.). Class should discuss what is meant by personal needs.
2. The student will collect pictures from magazines, etc., or draw pictures depicting each of his needs.
3. The student will construct a Needs-Bingo Board and 24 markers.
4. Each student will develop a list of 24 workers, one for each need. The workers are to be the ones which contribute directly to the fulfilling of the identified needs.
5. The students will develop a master list of workers which will meet all the identified needs of the class.
6. Have students construct 2" x 2" cards from tag board with the name of a single worker, taken from the class master list, to be used by the caller.
7. Play Needs Bingo.

   Rules

   1. Each student has one board (his own).
   2. Caller pulls the worker cards from the hat and calls the names of the workers.
   3. Student places markers over the pictures on his board that identifies the needs the worker fulfill.
   4. Game is completed when a student fills the card in one of the following ways:
      a. Vertically - 5 squares b. Horizontally - in a row
      c. Diagonally - row

      and can describe how the worker fulfills the need.

Possible variations to the game include exchanging cards and/or playing blackout.

NEEDS-BINGO
STUDENT NEEDS/WORKER
LIST

STUDENT NEED	WORKER
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
13	13
14	14
15	15
16	16
17	17
18	18
19	19
20	20
21	21

STUDENT NEEDS-BINGO BOARDS
Construction: 12" x 12" tag board. Divide the tag board into 2" squares (see example below).

STUDENT'S NAME					
N					
E				← 2" →	
E			FREE	2" ↓	
D					
S					

2" Fill each square with a picture of a single student need and a name of that need.

CAREER GUIDANCE ACTIVITY

TITLE: Parent Interview

GRADE LEVEL: 4

OBJECTIVES OF ACTIVITIES: To interview parents or friends and identify reasons why they work. To participate in construction of a bulletin board collage.

TIME: Two 45 minute periods plus interview time.

MATERIALS: Magazines.

PROCEDURES:

1. Identify and list reasons why people work.
2. Develop an interview form.
3. Each student will interview a parent or friend in an occupation using the form developed.
4. The students will cut pieces from magazines which represent the reasons why people work and will label each picture with the appropriate reason.
5. The class will construct a bulletin board collage - order, size, arrangement, etc. to be determines by the teacher.
6. Discuss reasons why people work.

PROCEDURES CONTINUED

(SAMPLE)

STUDENT INTERVIEW FORM

Type of Work Performed or Job Title	Reasons Why The Interviewee Is Working *

* Additional interview information may be asked for depending upon the depth to which the instructor wishes to develop the class discussion, i.e., number of years on the job; reasons for entering this career field, etc.

CAREER GUIDANCE ACTIVITY

TITLE: Investigating Worker Attitudes

GRADE LEVEL: 4

OBJECTIVES OF ACTIVITIES: To discuss and write how a worker feels about his/her job

TIME: Discussion time and one class period

MATERIALS: Question sheet

PROCEDURES:

1. Students will discuss with a worker how he/she feels about his/her job by asking the questions on the question sheet.

2. Students compare and contrast their findings in a class discussion.

INVESTIGATING WORKER ATTITUDES

QUESTION SHEET

1. Do you like your job?
2. Do you feel good about the work you do?
3. Do you feel you make enough money?
4. Do you get to travel?
5. Does your job fulfill your needs?
6. Do you work outside?
7. Are you able to use your skills?
8. Do you like working with people of by yourself?
9. Use one adjective to describe your job?

CAREER GUIDANCE ACTIVITY

TITLE: Rank Order School Responsibilities

GRADE LEVEL: 4

OBJECTIVES OF ACTIVITIES: To identify and rank order responsibilities students have in relation to their occupation as a student.

TIME: Two 45 minute periods

MATERIALS: None

PROCEDURES:

1. Students will identify responsibilities in relation to their occupation as a student. (Promptness, completing assignments, proper materials, getting along with others, nearness in work, etc.).

2. Compile a master list on the chalkboard.

3. Students will individually rank order the items on the master list from the most to the least important in relation to the affect the items have on the quality of their school work.

4. In groups of 5 students compare their lists and discuss why certain responsibilities affect the quality of work more than others.

CAREER GUIDANCE ACTIVITY

TITLE: Evaluating Personal Work Attitudes

GRADE LEVEL: 4

OBJECTIVES OF ACTIVITIES: To evaluate personal attitudes and compare them to assumed worker attitudes.

TIME: 4

MATERIALS: Worker attitude forms

PROCEDURES:

1. Students will complete a self work attitude form in relation to school.
2. Students will observe workers on the job. (Field trips, films, or filmstrips). The student should select one particular worker to observe closely.
3. The student will imagine that he or she is that particular worker and will compete a second work attitude form in relation to his/her "NEW" work role.
4. Each student will compare and note likeness and differences in the two completed work attitude forms and what attitudes, if any, have changed.
5. Parents could fill out a work attitude form and discuss it with their student.

WORK ATTITUDE FORM

ATTITUDES	RATING SCALE									
	ALWAYS									Never
1. I begin work promptly.	1	2	3	4	5	6	7	8	9	10
2. I make good use of my time.	1	2	3	4	5	6	7	8	9	10
3. I meet responsibilities promptly.	1	2	3	4	5	6	7	8	9	10
4. I am on time.	1	2	3	4	5	6	7	8	9	10
5. In group planning I volunteer.	1	2	3	4	5	6	7	8	9	10
6. I am courteous to co-workers.	1	2	3	4	5	6	7	8	9	10
7. I am always prepared.	1	2	3	4	5	6	7	8	9	10
8. I make an effort in all assigned tasks.	1	2	3	4	5	6	7	8	9	10
9. I am dependable.	1	2	3	4	5	6	7	8	9	10
10. I am well groomed.	1	2	3	4	5	6	7	8	9	10
11. I control my temper.	1	2	3	4	5	6	7	8	9	10
12. I respect the rights of others.	1	2	3	4	5	6	7	8	9	10
13. I work well alone.	1	2	3	4	5	6	7	8	9	10
14. I follow directions willingly.	1	2	3	4	5	6	7	8	9	10

CAREER GUIDANCE ACTIVITY

TITLE: Job Card Relay

GRADE LEVEL: 4

OBJECTIVES OF ACTIVITIES: To participate in a Job Card Relay Race that identifies ways occupations relate directly to their lives.

TIME: 45 minutes

MATERIALS: At least one job card per student.
Cards could have a picture of the job as well as the job title.

PROCEDURES:

1. Divide job cards into equal stacks, face down, near a chalkboard.

2. Divide the class into relay teams corresponding to the number of job card stacks.

3. The first person on each team goes to that team's stack of cards and takes the top card. On the chalkboard, each student writes down some way the job card related to their life (i.e., if the card is a "farmer" student might write "provides food" on the board). The student keeps the card, returns to the team and the next student continues in the same manner. The relay race continues until all the cards are gone. The first team completing its stack of cards wins.

4. Look at the list of phrases the students have written on the board (one at a time) and ask the students who have a job card that related to that phrase to identify their card.

CAREER GUIDANCE ACTIVITY

TITLE: Shipwreck Activity

GRADE LEVEL: 4

OBJECTIVES OF ACTIVITIES: To compare and contrast survival standards of living and home standards of living.

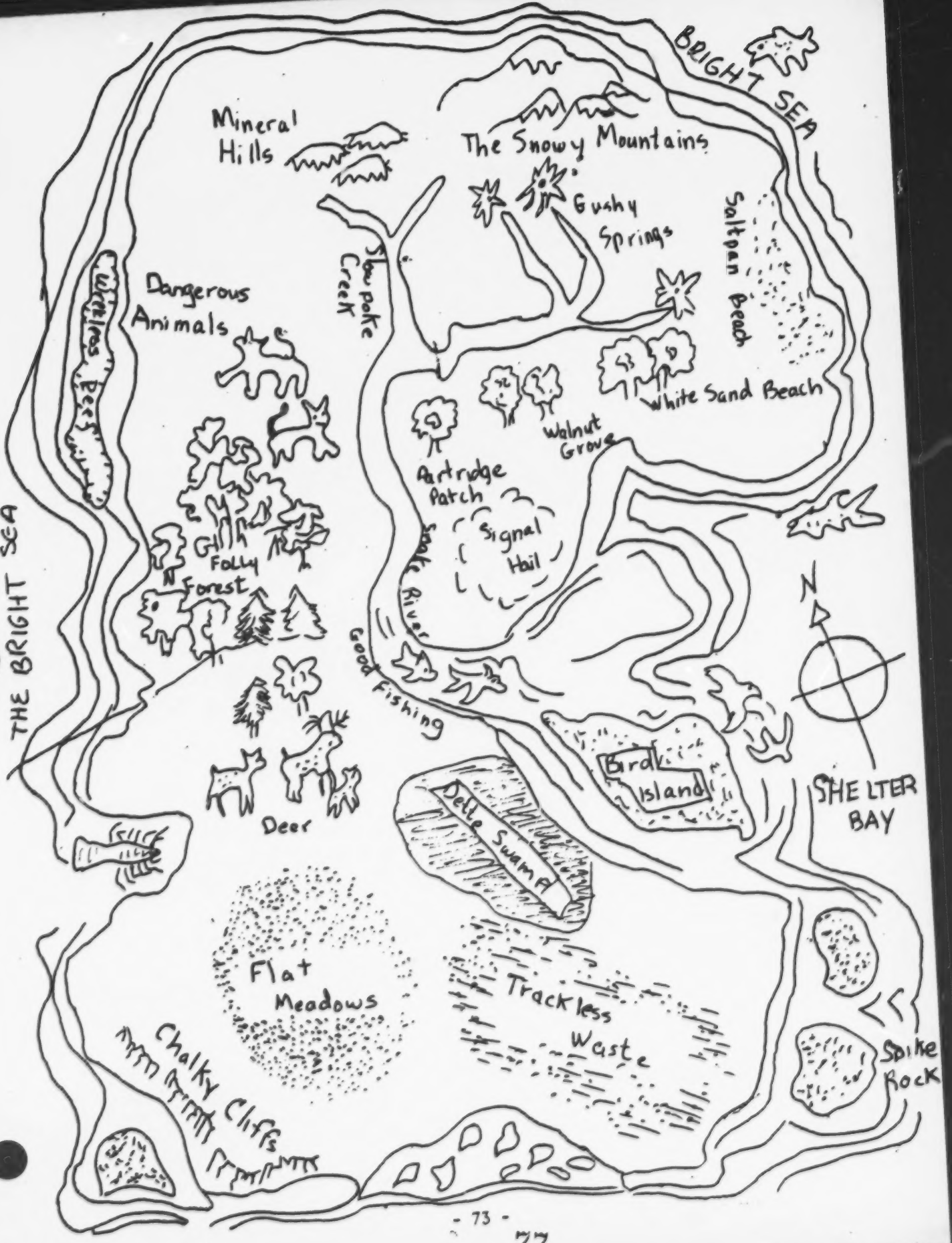
TIME: One to ten 45 minute periods.

MATERIALS: List of items that could be used for survival. Island map.

PROCEDURES:

1. Give the students the list of items and map.
2. Read "Shipwreck" to the class.
3. In small groups, students choose 10 items from the list to take to the island to help insure their survival.
4. Groups tell what they chose and why.
5. Students identify a home-site on the map and identify tasks (jobs) for each person in order to help insure survival.
6. Groups tell why they chose their home-site, and how they identified the tasks.
7. Students describe their life style on the island (written, oral, drawings, etc.).
8. Students discuss similarities and differences between life style on the island and life style at home (standard of living).

EXPANSION Group could become communities placed on one large class map. Communities could become involved in bartering for goods and services.


BRIGHT SEA
Mineral Hills
The Snowy Mountains
Gushy Springs
Saltpan Beach
Slowpoke Creek
Dangerous Animals
Wolves
White Sand Beach
Walnut Grove
Partridge Patch
Signal Hail
Snake River
Good Fishing
Gilfolly Forest
THE BRIGHT SEA
N
Bird Island
SHELTER BAY
Deer
Delle Swamp
Flat Meadows
Trackless Waste
Spike Rock
Chalky Cliffs

Name _____

SHIPWRECK

Suppose you are the only survivor from a shipwreck. There are many items on the boat that you could save - but you can only carry ten things with you to a nearby island before the boat sinks. What ten things would you bring and why? Tell how you would keep alive on the island by using the ten things.

toothbrush

watch

blanket

radio

box of soda crackers

folding chair

model car

a book

box of matches

a hammer

your suitcase of clothes

paper and pen

box of nails

gun bullets

comb

mirror

hair rollers

teen magazine

a saw

canned food

can opener

a barrel

cot

soap

towel

pocketknife

compass

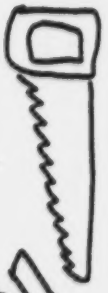
map

bubble gum

a drinking glass

fishing pole

glue



CAREER GUIDANCE ACTIVITIES

PROGRAM GOAL 2

GRADE 4

Students will acquire knowledge about the world of work.

Suggested Activities Grade 4

4-2.1	School Occupational Survey
4-2.2	Active Participation in Economic Roles
4-2.3	Six Life Roles
4-2.4	Student Jobs in School
4-2.5	Job Pictures

CAREER GUIDANCE ACTIVITY

TITLE: School Occupational Survey

GRADE LEVEL: 4

OBJECTIVES OF ACTIVITIES: To survey occupations associated with the operation of the school, and list two occupations for each of the major economic roles of consumer, producer, distributor.

TIME: Three 45 minute periods

MATERIALS: Survey Lists

PROCEDURES:

1. Define the major economic roles of producer, distributor and consumer.
2. The students, in groups of three, will survey the school, listing all occupations associated with the operation of the school.
3. The students will complete the survey sheet by listing two major tasks performed by the worker in the occupations listed on the survey sheet.
4. As a total group the students will categorize the occupations from their survey sheet in relation to the major economic roles of producer, consumer, and distributor.
5. Each student will list two occupations for each of the major economic roles.

OCCUPATIONS SURVEY

OCCUPATION (TITLE)	TASK PERFORMED	ECONOMIC ROLE
1.		
2.		
3.		
4.		
5.		
6.		

CAREER GUIDANCE ACTIVITY

TITLE: Active Participation In Economic Roles

GRADE LEVEL: 4

OBJECTIVES OF ACTIVITIES: To list differences in production, distribution and consumption.

TIME: Three to four 45 minute periods.

MATERIALS: Will vary depending on item class chooses to produce.

PROCEDURES:

1. The class will discuss what they would like to produce. (Gifts of candy, greeting cards, sports pins or pendants, etc.).

2. A. The total class will gather the materials necessary for the completion of the items to be produced.

   B. The class, in a group discussion, will identify step A as a distribution function. (Nothing is produced, only delivered to production site).

3. A. The class will complete the production of the item.

   B. The class will discuss the completion of the task as a production activity. (The class has developed, created, constructed or produced an item which satisfies a need).

4. A. The class will deliver the items produced to another class, teacher, parents, etc., and identify this as distribution.

   B. The class will discuss the use of the items by others as consumption.

5. The class will identify and compare the economic roles of producer, consumer and distributor in the activities.

CAREER GUIDANCE ACTIVITY

TITLE: Six Life Roles

GRADE LEVEL: 4

OBJECTIVES OF ACTIVITIES: To identify the life roles when they are depicted by the teacher in a role playing activity.

TIME: One 45 minute period

MATERIALS: Worksheet

PROCEDURES:

1. Identify the six life roles. (See worksheet).
2. Role play each life role while students identify the life role depicted.

Name _____

WHAT ARE LIFE ROLES?

Each of us has six life roles:

1. Citizen
2. Family members
3. Individual
4. Producer
5. Learner
6. Consumer

Watch the teacher role play six activities which a person might do during the course of a day.

Write down what you think each activity is. Then tell which life role you think it belongs to. Use the above list to help you.

Good Luck!!!

ACTIVITY	LIFE ROLE
1.	
2.	
3.	
4.	
5.	
6.	

Now, write down one activity which you do that shows your role as:

1. Citizen: _____
2. Family Member: _____
3. Individual: _____
4. Producer: _____
5. Consumer: _____
6. Learner: _____

CAREER GUIDANCE ACTIVITY

TITLE: Student Jobs In Schools

GRADE LEVEL: 4

OBJECTIVES OF ACTIVITIES: To become aware of training programs within the school.

TIME: One 45 minute period

MATERIALS: None

PROCEDURES:

Students will discuss:

1. The school organization.
2. What jobs are found within the school?
3. How many of those jobs have student helpers (office, cafeteria, custodian, other teachers)?
4. How the student helpers learned what to do.
5. How might the helpers utilize these skills at a later time?

CAREER GUIDANCE ACTIVITY

TITLE: Job Pictures

GRADE LEVEL: 4

OBJECTIVES OF ACTIVITIES: To match the picture with a job title and description.

TIME: One 45 minute period

MATERIALS: Pictures of people working (20 to 30)

PROCEDURES:

1. Inspect pictures of people working that have been placed on a bulletin board.
2. Write on a piece of paper the job title they feel the worker has.
3. Write a brief job description of each person's possible job.
4. Share perceptions of the people's jobs with the rest of the class.
5. Discuss if the job titles have a definite sexist bias; i.e., the women are nurses, teachers, secretaries; the men are doctors, lawyers, construction workers, etc.

CAREER GUIDANCE ACTIVITIES

PROGRAM GOAL 3

GRADE 4

STUDENTS WILL IDENTIFY THEIR INDIVIDUALITY AND
CONTINUE TO DEVELOP A RELATIONSHIP WITH OCCUPATIONAL ROLES.

Suggested Activities Grade 4

4-3.1	Rank Ordering Student Characteristics
4-3.2	Personal Characteristics Pantomime
4-3.3	Self Collage
4-3.4	Assembly Line PRoduction
4-3.5	Job Skills and School Subjects
4-3.6	Could This Be You?
4-3.7	Personal Pie Graph

CAREER VOCATIONAL TECHNICAL EDUCATION

CAREER GUIDANCE ACTIVITY

TITLE: Rank Ordering Student Characteristics

GRADE LEVEL: 4

OBJECTIVES OF ACTIVITIES: To choose an occupation and a characteristic from a list and explain the importance of that characteristic of a chosen occupation.

TIME: One 45 minute period

MATERIALS: Student copies of Student Characteristics Sheet

PROCEDURES:

1. Students rank characteristics from most to least importance from Student Characteristics shut.

2. Divide the class into groups of two to rank the student characteristics list. A consensus must be reached.

3. Groups of five will rank the student characteristics list, reaching a consensus within the group.

4. The groups will compare their rankings and discuss how they reached a consensus..

5. Each student will choose an occupation and select a characteristic and explain why the characteristics would be important in that occupation.

STUDENT CHARACTERISTICS

Number the characteristics from the most important (Number 1) to the least important (Number 7).

CHARACTERISTICS	INDIVIDUAL RANKING	GROUP OF TWO RANKING	GROUP OF FIVE RANKING
Honest			
On Time			
Dependable			
Enthusiastic			
Cooperative			
Good Hygiene			
Hard Worker			

CAREER GUIDANCE ACTIVITY

TITLE: Personal Characteristics Pantomime

GRADE LEVEL: 4

OBJECTIVES OF ACTIVITIES: To identify tasks performed in an occupation in which specific personal characteristics are important.

TIME: Three 45-minute periods

MATERIALS: None

PROCEDURES:

1. Identify and develop a list of personal characteristics that help a student in school.
2. Students record on paper their personal characteristics.
3. Students select an occupation in which the characteristics they recorded are important.
4. Students identify a task in the occupations they have chosen which reflect one of the recorded characteristics.
5. Students act out or pantomime the task.
6. The class identifies the occupation and the personal characteristic demonstrated.

Sample characteristics - good hygiene, cooperative, friendly, punctual, dependable, follows directions, generous, honest considerate, enthusiastic, hard working.

CAREER VOCATIONAL TECHNICAL EDUCATION

PORTLAND PUBLIC SCHOOLS

CAREER GUIDANCE ACTIVITY

TITLE: Self Collage

GRADE LEVEL: 4

OBJECTIVES OF ACTIVITIES: To create a personal collage, list likes or dislikes about self and identify those that can be changed or can not be changed and the effects this many have on a job.

TIME: Approximately three 45 minute periods

MATERIALS: Magazines, tag board, opaque projector, paste, scissors

PROCEDURES:

1. With the help of another student, each student will draw a silhouette of his/her head on a piece of tag board. (Use an opaque projector to project the students silhouette while the other student draws the outline of the silhouette).
2. Discuss things we notice about other people.
3. Examples:
   a. Characteristics: Kind, hard working, loud, can run fast, helpful.
   b. Values: Power, respect, happiness, prestige, social conformity, progress, individuality, spontaneousness, getting ahead, making profit, honesty, obedience.
4. Students cut from magazines pictures that illustrate ideas they have about themselves.
5. Students cut out their silhouettes paste their pictures on their silhouettes, and create collages of themselves.
6. Construct a bulletin board using the student's silhouettes.
7. Students fold a sheet of paper in half.
8. Students write on one side of the paper themselves about themselves that they like and on the other side ideas about themselves they don't like.
9. On the side of the paper that lists "Disc-like" ideas, students label each item either cc (can change) or no (can't change). (The students may wish to share their lists).
10. Discuss spending more time on things that can be controlled being less concerned with things that cannot be controlled and how this may affect their jobs.

CAREER GUIDANCE ACTIVITY

TITLE: Assembly Line Production

GRADE LEVEL: 4

OBJECTIVES OF ACTIVITIES: To be involved in various stages of production on an assembly line, and report orally or in written form reactions to the jobs.

TIME: Several class periods

MATERIALS: Construction paper, hole punch, glue, scissors, felt pens

PROCEDURES:

1. Arrange desks in a line for assembly line production.
2. Explain to the students that the product will be made and that each student will be responsible for one thing on each product.
3. Explain to the students that materials will start at one end and be finished product at the other end.
4. Appoint students to jobs since choice is sometimes not given workers in factories. (Students could apply for the jobs).
5. Appoint students to the jobs from the job list.
6. After task is finished, the students can share their feelings about their task.
7. Ideas for products include Indian headdress, totem poles, and puppets from paper bags. SEE BUTTERFLY CONSTRUCTION AS AN EXAMPLE IN SUGGESTED ACTIVITIES FOR GRADE 5. (5-3.2).

SUGGESTED ASSEMBLY LINE JOBS

1. Base cutter
2. Folder
3. Pattern tracer
4. Head cutter
5. Head gluer
6. Pattern tracer
7. Bow cutter
8. Bow gluer
9. Puncher
10. Gluer of features
11. Artist
12. Printer
13. Inspector
14. Packer

CAREER GUIDANCE ACTIVITY

TITLE: Job Skills and School Subjects

GRADE LEVEL: 4

OBJECTIVES OF ACTIVITIES: To participate in a class discussion explaining the relationship between school subject areas and job skills.

TIME: Two or three 45 minute periods

MATERIALS: Drawing paper or magazines

PROCEDURES:

1. Divide the class into small groups (3 or 4 in a group).
2. Each group selects one school subject area such as arithmetic, language arts, etc.
3. Each group cuts from magazines or draws pictures of job skills that relate to the school subject area they selected.
4. The bulletin board is sectioned off into school subject areas.
5. Each group will display their job skills in the proper school subject area.
6. Discuss the relationship of school subject areas and displayed job skills.

CAREER GUIDANCE ACTIVITY

TITLE: Could This Be You?

GRADE LEVEL: 4

OBJECTIVES OF ACTIVITIES: To relate through class discussion, what happens if a person does not have the necessary qualities for a specific job.

TIME: Approximately three 45 minute periods

MATERIALS: Butcher paper, crayons, slips of paper. Optional - fabric scraps

PROCEDURES:

1. Place the title "Could This Be You?" on a bulletin board.
2. Define the terms "qualities".
3. In pairs, students draw their body outline on a piece of butcher paper by lying on the paper and his/her partner drawing the outline with black crayon.
4. Students dress their own outline in the clothes of a chosen occupation. (This can be done with crayons, butcher paper or scraps of fabric.
5. When all body outlines are finished, they are hung up around the room.
6. Students identify the qualities necessary for each chosen occupation and write these qualities on slips of paper to be attached to the outlines.
7. Students underline in RED CRAYON the qualities they feel they possess.
8. Discuss what would happen if a person did not have the necessary qualities for that job. (e.g., what would happen to you as a worker; to you as a family; to co-workers if you did not possess the qualities on that job?).
9. Suggested follow-up activities:
   a. Students' outlines can be displayed in the room by grouping them according to those jobs that have similar qualities, by data, people, or by putting them into clusters.
   b. The tools used by the job can be attached around the outline.

CAREER GUIDANCE ACTIVITY

TITLE: Personal Pie Graph

GRADE LEVEL: 4

OBJECTIVES OF ACTIVITIES: To complete a pie graph of a single day's activities, and complete a set of nine category questions related to the graph.

TIME: Two 45 minute periods

MATERIALS: Question List

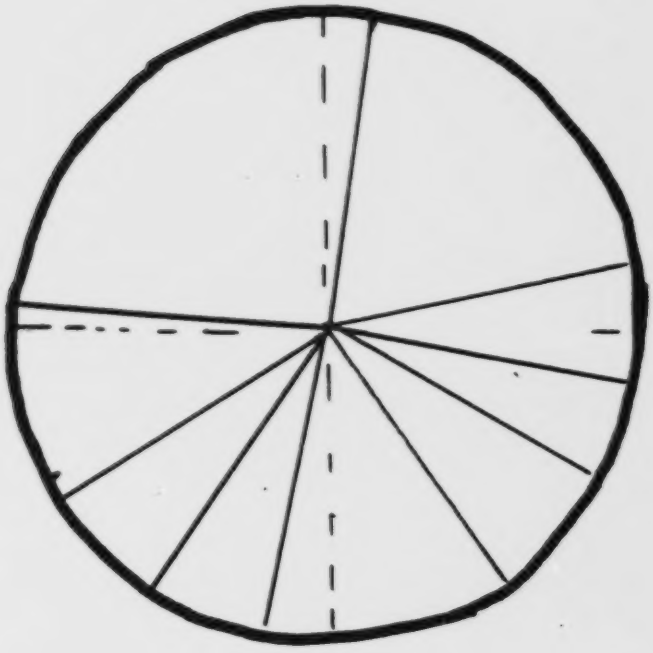
PROCEDURES:

1. Draw a large circle on the chalkboard or have dittos with circles on them for students to use. The circle can be divided into four quarters, each quarter representing six hours.

2. Students estimate the number of hours or parts of an hour they spend in the suggested categories in a typical day. (See suggested list).

3. The student will complete the pie graph and the category questions.

COPY OF A COMPLETE PIE



For some grades, teacher can divide each 6 hour segment into hours.

CATEGORY QUESTIONS

Estimate how many hours or parts of an hour you spend on each of the following areas, on a typical school day.

How many hours do you spend:

1. On sleep?
2. On school?
3. At work, at a job that earns you money?
4. With friends, socializing, playing sports, etc.?
5. On homework?
6. Alone, playing, reading, watching T.V.?
7. On chores around the house?
8. With family, including meal times?
9. On miscellaneous other pastimes?

Your estimates will not be exact, but they should add up to 24 hours.

CAREER GUIDANCE ACTIVITIES

PROGRAM GOAL 4

GRADE 4

STUDENTS WILL DEVELOP SKILLS IN DECISION MAKING, CREATING, AND COMMUNICATING AS RELATED TO THE WORLD OF WORK.

Suggested Activities Grade 4

4-4.1	Drawing Relay
4-4.2	Happy Face
4-4.3	Communication Collage
4-4.4	Occupation Bulletin Board
4-4.5	Role Playing Conflicts
4-4.6	Creativity in Occupations
4-4.7	Creating in Clay

CAREER GUIDANCE ACTIVITY

TITLE: Drawing Relay

GRADE LEVEL: 4

OBJECTIVES OF ACTIVITIES: To communicate ideas through drawing.

TIME: 30-45 minutes

MATERIALS: Drawing paper, pencil, lists of tools, products or jobs.

PROCEDURES:

1. Arrange the students in groups of five, having them sit on the floor in a circle.
2. Place one pencil and some paper in the center of each circle.
3. Number the students in each circle from 1 to 5. Seat yourself as far away from the circles of students as you can.
4. When the signal is given, the first student from each circle comes to you without pencil or paper.
5. Tell each one the name of the first item on the list.
6. Students return to their respective circles take the pencil in the center and draw (without talking) the item until someone in the circle correctly identifies it.
7. The second person in the circle comes to you and tells you what the group has determined the drawing is.
8. You then give that student a new tool, product or job to draw.
9. A sample list of items or objects follows:

wrench	plywood
police officer	2 x 4
bread	logger
screwdriver	chainsaw
waitress	log truck
can	axe
doctor	wedge

Generate a list of about twenty items.

10. Remind the students that if they yell out what is being drawn, others will hear.

CAREER GUIDANCE ACTIVITY

TITLE: Happy Face

GRADE LEVEL: 4

OBJECTIVES OF ACTIVITIES: To participate in a class discussion identifying the communication skills necessary to successfully complete a drawing activity.

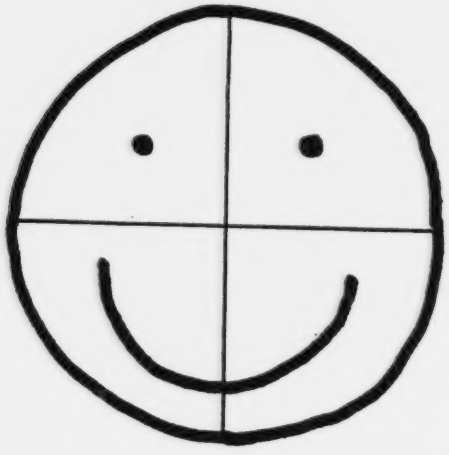
TIME: One class period

MATERIALS: pencil, paper

PROCEDURES:

1. Each student should have a pencil and a standard size sheet of paper.
2. Sit facing away from the class and read a set of instructions from a simple drawing. (See sample drawing and instructions).
3. The students will check their drawings with the teacher. The teacher may wish to reread the instructions for students to check where they may have made an error.
4. The total class will discuss the communication skills necessary to complete the project. (Giving accurate instructions, listening for instructions, transmitting information, etc.).
5. Each student will make a simple drawing , write a set of instructions, and read the instructions to the class following procedure steps 1-4.

INSTRUCTIONS FOR DRAWINGS



1. On your paper draw a circle about the size of the top of a water glass.
2. Imagine the circle you have drawn is a pie which you have divided into four equal pieces.
3. In the center of the top left-hand piece, draw a dot.
4. In the center of the top right-hand piece, draw a dot.
5. In the bottom two pieces, draw a large half circle with the ends of the half circle pointing upward.

Rules

1. Students must not make a single sound when the instructions are being read. No noises, comments, questions, etc.

CAREER GUIDANCE ACTIVITY

TITLE: Communication Collage

GRADE LEVEL: 4

OBJECTIVES OF ACTIVITIES: To correctly place ten pictures of workers in the appropriate communication area on a bulletin board collage.

TIME: Two to three 45 minute periods

MATERIALS: Magazines for cutouts. Student copies of Worker Communication Forms.

PROCEDURES:

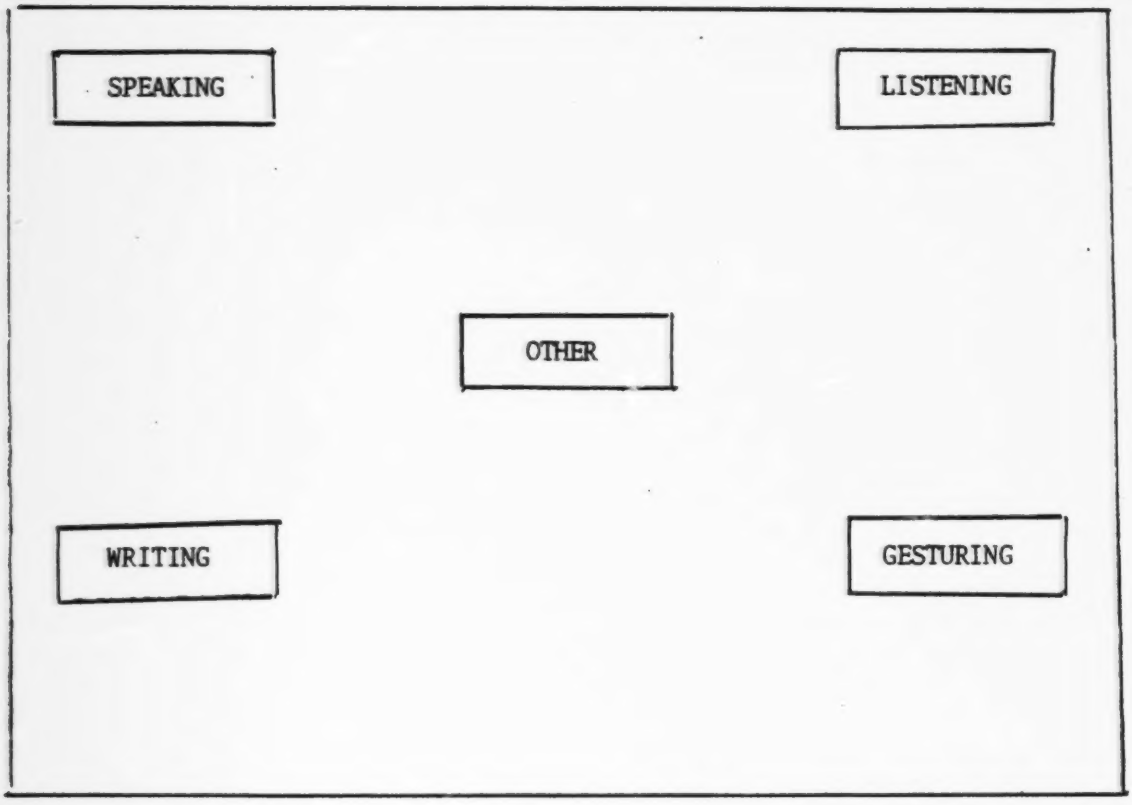
1. Students will collect ten pictures depicting workers communicating (types of communication are to be determined by the students themselves or by the group through a class discussion).
2. Students will identify the workers occupation and the type of communication being used.
3. Identify several specific types of communication, i.e. (speaking, listening, writing, gestures, etc.).
4. Students will complete the Worker Communication Form for their 10 pictures.
5. Construct a bulletin board collage by having each student place his/her pictures in the appropriate communication areas on the bulletin board.
6. To continue the activity:
   a. Have students identify employers and employees.
   b. Have students list mechanical and nonmechanical means of communication.
   c. Have students identify five workers using each type of communication.

WORKER COMMUNICATION

FORM

NAME OF WORKER	TYPE OF COMMUNICATION
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

BULLETIN BOARD COLLAGE



Pictures are stapled on the bulletin board in the areas which identify the type of communication used by the worker.

CAREER GUIDANCE ACTIVITY

TITLE: Occupational Bulletin Board

GRADE LEVEL: 4

OBJECTIVES OF ACTIVITIES: To participate in small groups interviewing workers in the school building and identify work related decisions made by the workers.

TIME: Approximately four 45 minute periods

MATERIALS: Class copies of Interview Forms

PROCEDURES:

1. Identify school-related occupations.
2. Cut out or draw pictures depicting the workers in the identified occupations.
3. Construct a display or bulletin board of the identified workers.
4. Divide the class into small groups and assign workers to each group.
5. Each group will interview its assigned workers in relation to decision-making in the occupation.
6. Each group will record the workers' work related decisions on a card and complete the display or bulletin board.
7. Discuss the work related decisions each worker makes. (Example: What could happen if a worker makes a poor decision or if a decision is made to eliminate the job? etc.).

INTERVIEW FORM

SCHOOL RELATED OCCUPATIONS

NAME OF OCCUPATION _____

Major Work Task Performed	Work Related Decisions Made Performing Work Task
A.	A.
B.	B.
C.	C.

CAREER GUIDANCE ACTIVITY

TITLE: Role Playing Conflicts

GRADE LEVEL: 4

OBJECTIVES OF ACTIVITIES: To role play school related conflict situations, and participate in a class discussion to identify and resolve conflicts.

TIME: One class period

MATERIALS: None

PROCEDURES:

1. Read the sample situation to the class.
2. Lead the students in a class discussion using the decision making process to resolve the conflict in the sample situation. (See following page for sample discussion).
3. Have the students role play simple situations involving conflicts similar to the one read in step 1.
4. Resolve the conflicts using the decision making process.

SITUATION FOR ROLEPLAYING

Jim and Tom are best friends. They are working together in the classroom on an assigned report. The teacher leaves the room. Tom walks to the teachers desk, removes something from one of the drawers and returns to his desk.

1. Identify the problem. Jim must decide what to do about witnessing Tom's theft.

2. Discover the facts of the issue. What has made Tom steal (Did someone dare him)? Has he done it before? Is he likely to go on to steal other things? Does he feel guilty about it? etc.

3. Consider the alternatives. Jim can do nothing about his friend's action; he can tell the teacher.

4. Study the possible outcome of each alternative. What might happen if Jim doesn't tell? Will he lose Tom's friendship if he does? Etc.

5. Choose the best alternative and act on it. If Jim makes a choice as to what is best in this situation, he really doesn't confirm that choice until he acts on it.

This is a rather simple sample of a conflict. For some students it is perhaps rather easy to decide what to do; for others it is more difficult. Whatever the case there are many similar situations in which students find themselves each day; often they are much more difficult than the one described above.

Other simple situations can be created:

1. Getting ahead, advancement
2. Making a profit
3. Honesty
4. Obedience
5. Individuality
6. Writing on wall with magic markers
7. Being a bully on the playground
8. Destroying property
9. Power
10. Social Conformity
11. Respect
12. Spontaneousness
13. Prestige

* The teacher may wish to have students make up their own situations for roleplaying.

CAREER GUIDANCE ACTIVITY

TITLE: Creativity In Occupations

GRADE LEVEL: 4

OBJECTIVES OF ACTIVITIES: To identify the opportunities for creativity within specific occupations.

TIME: One class period

MATERIALS: None

PROCEDURES:

1. List the obvious creative occupations (e.g., artist; musician; teacher).
2. List the occupations that are not so obviously creative. (Students must be able to support their choices if challenges by others).
3. The class will discuss - Do some occupations offer no opportunity for creativity?
4. Identify a creative activity that workers in specific occupations may encounter.

Extension

Provide the students with a list of occupations and have the students rank order the list from the most to least creative opportunities offered in the occupation.

Steps in rank ordering:

1. Individuality
2. Small groups of 3-5
3. Display group results
4. Discuss small group rank ordering
5. Attempt to reach a consensus rank order.

CAREER GUIDANCE ACTIVITY

TITLE: Creating In Clay

GRADE LEVEL: 4

OBJECTIVES OF ACTIVITIES: To creatively make a unique clay object.

TIME: Two 45 minute periods

MATERIALS: Modeling clay

PROCEDURES:

1. Discuss the many things we have today because of someone's creativity.
2. Give each member of the class a piece of clay and the task to create an object.
3. When the task has been completed, discuss the things each student took into consideration when deciding on the object he/she planned to create. (New use, attractive something he wants or needs, artistically pleasing).
4. Students will look closely at the objects and observe how, although many are basically the same, they are different because of the individual's creativity (slightly different shape, different designs...)

CAREER GUIDANCE ACTIVITIES

PROGRAM GOAL 5

GRADE 4

STUDENTS WILL DEVELOP PHYSICAL AND
MENTAL SKILLS RELATED TO OCCUPATIONAL SKILLS.

Suggested Activities Grade 4

4-5.1	Interviewing For Classroom Jobs
4-5.2	Identifying and Describing Tools
4-5.3	Identifying Worker Skills
4-5.4	Job Skills and School Subjects

CAREER GUIDANCE ACTIVITY

TITLE: Interviewing For Classroom Jobs

GRADE LEVEL: 4

OBJECTIVES OF ACTIVITIES: To apply for, interview for, and work at various classroom jobs.

TIME: On-going throughout the year

MATERIALS: Varies according to classroom job, job applications

PROCEDURES:

1. Identify and list various classroom jobs.
2. Individual students will fill our an application and interview (with the teacher) for the jobs of their choice.
3. Individual students will work at their jobs for one month. Each student evaluates his/her work with the teacher each week.
4. Each month re-open each position and repeat the process.

SAMPLE

CLASSROOM JOBS

1. Dust Removal Specialist
2. Book Arranger
3. Coat Closet Superintendent
4. Sink Specialist
5. Floor Environment Controller
6. Plant and Flower Maintenance Specialist
7. Quality Control Person
8. Coordinator of Classroom Jobs
9. Paper Processor
10. Etc.

SPECIAL REQUIREMENTS

Quality Control Person

Must have previously held at least one of the following positions:

Dust Removal Specialist

Sink Specialist

Floor Environment Controller

Coordinator of Classroom Jobs

Must have previously held at least two other positions or have experienced as a Quality Control Person.

APPLICATION FORM

1. Application for _____ position.

2. Name _____ Age _____

3. Schools attended _____

_____

_____

_____

_____

4. Work Experience _____

_____

_____

_____

_____

5. Why would you like to have the job? _____

_____

_____

_____

_____

_____

_____

_____

CAREER GUIDANCE ACTIVITY

TITLE: Identifying and Describing Tools

GRADE LEVEL: 4

OBJECTIVES OF ACTIVITIES: To match tools to corresponding written description of how the tool is used.

TIME: Two 45 minute periods

MATERIALS: A variety of tools (collected by students)

PROCEDURES:

1. Each student will collect tools and bring them to class.
2. Students write a paragraph on a 3 x 5 card explaining how the tool is used. (Students should not name the tool in the paragraph).
3. Students will place all tools in a central location.
4. The teacher will collect the paragraph and construct a number key. (See following page for sample number key). A marker with a number corresponding to a paragraph should be placed in a hat.
5. Students will take turns and draw a number from the hat.
6. The student will read the number and the teacher will read the corresponding paragraph.
7. Students will have the teacher-determined number of seconds to select the tool fitting the description of how the tool is used.
8. If the student is correct, he/she may keep the tool until the end of the activity.
9. The activity continues for a teacher-determined amount of time.

SAMPLE

NUMBER KEY

#	TOOL USE DESCRIPTION	#	TOOL USE DESCRIPTION
1	I pull and drive nails * (Hammer)		Simply shift the numbering of the description to avoid students memorizing
2	I make grocery lists, sign names, and write essays * (Pen)		The number and corresponding tool
3		1	I pull and drive nails * (Hammer)
4		2	I make grocery lists, sign names and write essays * (Pen)
5	* Note: The tool name is included here only for clarification of teachers.	3	
6		4	
7		5	
8		6	
Etc.		Etc.	

CAREER GUIDANCE ACTIVITY

TITLE: Identifying Worker Skills

GRADE LEVEL: 4

OBJECTIVES OF ACTIVITIES: To identify skills needed to use certain tools, and be able to identify tools using the skill description.

TIME: Two 45 minute periods

MATERIALS: Pictures of tools

PROCEDURES:

1. Collect pictures of tools to use in the activity. (Pictures of tools may be mounted on tag board).
2. The class will get into groups of three.
3. Each group will select, at random, a picture of a tool.
4. Each group will meet to determine the skills a person needs to make use of the tool.

   Example: Reading a map, graph, diagram, problem solving, physical skills.
5. Each group will in turn, with all members taking an active part, identifying orally to the class skills needed to make use of the tool.* (Teachers may wish to use pantomimes, skits, role playing).
6. The class will identify, as quickly as possible, the tool described and explain which skills lead to the identification.

* Group should not use the name of the tool or the name of workers using the tool, only skills needed to make use of the tool in the oral presentation.

CAREER GUIDANCE ACTIVITY

TITLE: Job Skills and School Subjects

GRADE LEVEL: 4

OBJECTIVES OF ACTIVITIES: To draw a picture of a worker using a skill, name the skill and the school subject where that skill was acquired.

TIME: One 45 minute period

MATERIALS: Art paper, crayons

PROCEDURES:

1. Discuss skills used in occupations and how these related to skills acquired in school.
2. Students will complete an art project in which they draw and color an action picture of a worker using a skills.
3. At the bottom of the picture, students print the subject in school in which this skill was learned.
4. Pictures can be displayed in the classroom and students try to identify the skills shown.

CAREER GUIDANCE ACTIVITIES

PROGRAM GOAL 1

GRADE 5

STUDENTS WILL IDENTIFY AND DEVELOP ATTITUDES ABOUT THE WORLD OF WORK.

Suggested Activities Grade 5

5-1.1 Inquiry
5-1.2 Who Needs It?
5-1.3 Why People Work
5-1.4 Role Playing Task Attitudes
5-1.5 Leisure Time Activities
5-1.6 Helping Hands
5-1.7 Tracing a Product

CAREER GUIDANCE ACTIVITY

TITLE: Inquiry

GRADE LEVEL: 5

OBJECTIVES OF ACTIVITIES: To identify types of workers by using questioning strategy.

TIME: One 45 minute period

MATERIALS: Felt pen, 35 3 x 5 cards with an occupation written on each (picture of occupation optional)

PROCEDURES:

1. Present game concept, and instructions for playing the game, to the class. (See instructions on following page).

2. After instructions and preparations for the game are completed, allow 20-30 minutes for the game activity.

3. Discuss the large concepts developed from the game, how and why are things such as occupations, etc., grouped.

4. This activity can be adapted to any grade level. As students become more skillful, try colors, concepts, words that define concepts, tools, behaviors, feelings, etc.

SAMPLE CARD

Rules for Inquiry

1. You will have a card with an occupation written on it placed on your back.
2. You may ask yes or no questions only.
3. You may ask only three questions per person and then move on to ask other people.
4. When you have identified your card, then take it off your back and put it on the front of yourself.

Procedures for Inquiry

1. Place cards on the backs of everyone in the room and allow them to ask their questions. If anyone identifies their occupation, they are to continue to answer questions for the others.
2. After 20-30 minutes stop the activity and have them place their cards on the front and then have them group themselves according to similar services performed. Have each group define why they have grouped themselves in the particular group.
3. Discuss the large concept of how and why we group things such as occupations, services, people, society, etc.
4. Finalize lesson by answering questions the students may have on how to ask questions to get data for new questions.

CAREER GUIDANCE ACTIVITY

TITLE: Who Needs It?

GRADE LEVEL: 5

OBJECTIVES OF ACTIVITIES: To understand that work contributes to the needs of others.

TIME: Two 45 minute periods

MATERIALS: Magazines, pictures, etc.

PROCEDURES:

1. Each student will select an occupation of their choice and fill out a student worker card.
2. Construct a tally sheet developed from the occupations identified in number one.
3. Students display their worker cards, explain the contributions made by their workers, and ask the class "Who needs it?"
4. Students will vote according to the needs of the worker they represent, and the total votes of all students who indicated that they need this worker is recorded on the tally.

TALLY OF WORKERS AND STUDENT RESPONSES.

NAME OF WORKER	# WHO NEEDS THAT WORK
1. Fire Fighter	20
2. Police Officer	10
3. Truck Driver	13

STUDENT WORKER CARD

I am a _____
(Name of Worker)

The work I do is _____

_____

_____

_____

In this space include a picture representing the worker of the tasks done by the worker.

WHO NEEDS IT? (List the individuals, groups, etc., you feel need this worker's product or service).

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

CAREER GUIDANCE ACTIVITY

TITLE: Why People Work

GRADE LEVEL: 5

OBJECTIVES OF ACTIVITIES: To recognize that there are economic and non-economic reasons why people work.

TIME: One 45 minute period

MATERIALS: None

PROCEDURES:

1. The teacher will divide the class into groups of five.
2. Each group will list at least three reasons why people work. (Monetary gain, personal recognition, work recognition, achievement, feeling important, self-satisfaction, security, education, training, experience, advancement).
3. The groups will compare and discuss their list.
4. The teacher will help the students identify that people work for economic and non-economic reasons as shown on the enclosed paper.

CAREER GUIDANCE ACTIVITY

TITLE: Role Playing Task Attitudes

GRADE LEVEL: 5

OBJECTIVES OF ACTIVITIES: To observe various role playing attitudes of people concerning several tasks.

TIME: One 45 minute period

MATERIALS: None

PROCEDURES:

1. Without informing students, the teacher role plays different attitudes concerning a certain task or assignment; e.g., teacher introduction an assignment with enthusiasm using clear and concise instructions, a teacher displaying no enthusiasm when introducing a lesson.

2. Students discuss their reactions to teacher's role playing, and determine why they felt the way they did.

3. Students role play certain attitudes and remaining students record their reactions (anger, happiness, indifference, surprise, etc.).

CAREER GUIDANCE ACTIVITIES

TITLE: Leisure Time Activities

GRADE LEVEL: 5

OBJECTIVES OF ACTIVITIES: To describe how the community's standard of living would be affected by the loss of leisure time activities.

TIME: Two of three 45 minute periods

MATERIALS: Pencil, paper, and other supplies as needed

PROCEDURES:

1. Students list and rank five leisure time activities.
2. Students list how work in a community would affect if their first choice was no longer available to everyone.
3. Students describe how the community's standard of living would be affected by the changes in Step 2.
4. Students share their findings in some way (oral, written, charts, graphs, displays, drawings, etc.).

CAREER GUIDANCE ACTIVITY

TITLE: Helping Hand

GRADE LEVEL: 5

OBJECTIVES OF ACTIVITIES: To observe how one family's occupation affects society at large.

TIME: One 45 minute period

MATERIALS: None

PROCEDURES:

1. A student names an occupation in which his/her family is employed.
2. All students whose families have has some recent contact with that occupation join hands with that student and state the type of contact their families have had with that occupation.
3. The student then gives information about a related occupation and all students who have had recent contact with that related occupation join hands with the group and will state the type of contact their family has had with the related occupation.
4. The student continues this process until all students have joined hands or until no more related occupations can be identified.
5. Example: Real estate broker is joined by families who have recently bought or sold property, who join hands with bank employees, etc.

CAREER GUIDANCE ACTIVITY

TITLE: Tracing A Product

GRADE LEVEL: 5

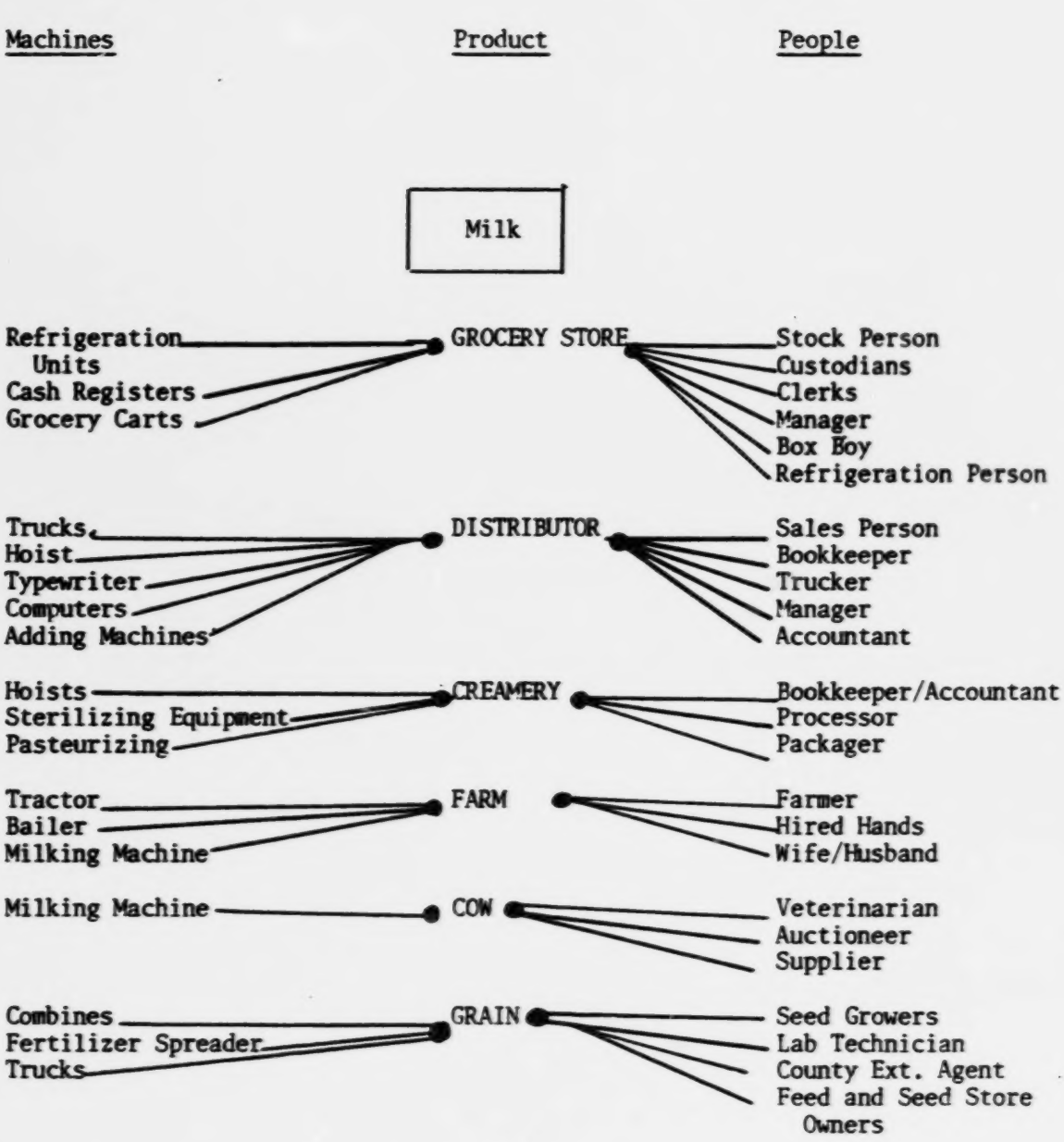
OBJECTIVES OF ACTIVITIES: To identify the occupations and machines related to the production and distribution of a specific product.

TIME: Two or three 45 minute periods

MATERIALS: Paper, pencils, and magazines for pictures

PROCEDURES:

1. Students identify a product and make a flow chart by tracing it from their home to its source.
2. Students identify related occupations and machines on their flow charts.
3. Students display their flow charts (see sample).


Machines
Product
People
Milk
Refrigeration Units
Cash Registers
Grocery Carts
GROCERY STORE
Stock Person
Custodians
Clerks
Manager
Box Boy
Refrigeration Person
Trucks
Hoist
Typewriter
Computers
Adding Machines
DISTRIBUTOR
Sales Person
Bookkeeper
Trucker
Manager
Accountant
Hoists
Sterilizing Equipment
Pasteurizing
CREAMERY
Bookkeeper/Accountant
Processor
Packager
Tractor
Bailer
Milking Machine
FARM
Farmer
Hired Hands
Wife/Husband
Milking Machine
COW
Veterinarian
Auctioneer
Supplier
Combines
Fertilizer Spreader
Trucks
GRAIN
Seed Growers
Lab Technician
County Ext. Agent
Feed and Seed Store Owners

CAREER GUIDANCE ACTIVITIES

PROGRAM GOAL 2

GRADE 5

STUDENTS WILL ACQUIRE KNOWLEDGE ABOUT THE WORLD OF WORK.

Suggested Activities Grade 5

5-2.1	Producing a Marketable Product
5-2.2	Occupational Role PLaying
5-2.3	Life Roles Coat of Arms
5-2.4	Effect of Business Closure
5-2.5	Wheat Market Game

CAREER GUIDANCE ACTIVITY

TITLE: Producing A Marketable Product

GRADE LEVEL: 5

OBJECTIVES OF ACTIVITIES: To produce a product and be able to discuss and identify the roles of consumer, producer and distributor.

TIME: Approximately 7 class periods.

MATERIALS: Market Survey Form, follow-up questions, materials for production (to be determined by class).

PROCEDURES:

1. Discuss production capabilities of the class and items for possible production.
2. Survey other students to determine possible markets for products. (See survey sheet).
3. Choose the items to be produced based upon the survey.
4. Determine operating procedures (where, when, how, finances, obtaining resources, advertising, etc.).
5. Identify and assign work roles.
6. Collect materials to produce the product.
7. Advertise the product.
8. Produce the product and distribute the product to the consumers.
9. Identify the roles of producer, distributor and consumer through discussion.

* Careful preplanning with other staff members may prove helpful in making the project run more smoothly.

STUDENT QUESTIONS

1. Identify by name the students who were produced, consumers, and distributors in relation to their work roles.

2. Are people limited to a single role of consumers, producers, or distributors? (Could a consumer also be a producer?).

3. Would it be possible to eliminate one of the roles of consumers, producer, or distributor? Explain your answer.

4. What different economic problems do producers, consumers and distributors have?

5. Identify the roles of consumer, distributor and producer played by your parents. Give examples and explain.

MARKET SURVEY FORM

Questions to ask:

1. What would you be willing to buy?
2. What price range would you consider to be the most favorable to you (highest - lowest)?
3. What quality would you be willing to purchase (least - most)?

Item Name	Willing to Buy			Price Range		Quality	
	Yes	No	?	Highest	Lowest	Most	Least

CAREER GUIDANCE ACTIVITY

TITLE: Occupational Role Playing

GRADE LEVEL: 5

OBJECTIVES OF ACTIVITIES: To identify the occupations and the major economic roles (producer, consumer, distributor) of various occupational tasks, depicted by a student.

TIME: At lest two 45 minute periods

MATERIALS: Occupation Research Form

PROCEDURES:

1. Students select and research an occupation of their choice using the Occupation Research Form.

2. Each student will depict the task performed by workers in his/her selected occupation by any method (role playing, pantomimes, tools, uniforms, etc.).

3. Members of the class will identify the type of occupation and the major economic role (consumer, producer, distributor) of the occupation by observing the presentation by individual students.

OCCUPATION RESEARCH FORM

NAME OF OCCUPATION _____

(Give Job Title or Other Identification Information)

MAJOR ECONOMIC ROLE: ☐ Producer

☐ Consumer

☐ Distributor

DESCRIPTION OF THE OCCUPATION TASKS PERFORMED BY WORKERS IN THIS OCCUPATION:

_____

_____

_____

OCCUPATION RESEARCH:

TASKS PERFORMED	TOOLS, EQUIPMENT	OTHER INFORMATION
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.

CAREER GUIDANCE ACTIVITY

TITLE: Life Roles Coat of Arms

GRADE LEVEL: 5

OBJECTIVES OF ACTIVITY: To construct a personal coat of arms using the six life roles.

TIME: Two 45 minute periods

MATERIALS: Construction paper

PROCEDURES:

1. Discuss the life role shield and the 6 life role categories with the class.

2. Students will draw their own shields and draw or cut out pictures depicting their role in each category.

   Example

   1. Citizen -picking up litter.
   2. Family -eating dinner
   3. Individual -pursuing a hobby
   4. Producer -doing chores
   5. Learner -completing assignments
   6. Consumer -buying clothes

CAREER GUIDANCE ACTIVITY

TITLE: Effect of Business Closures

GRADE LEVEL: 5

OBJECTIVES OF ACTIVITIES: To relate the effect of a business closure on life roles.

TIME: One or two class periods

MATERIALS: None

PROCEDURES:

1. Discuss the closing of an industry in the community (e.g., 200 employees unemployed).

2. Discuss what would happen if a family member was employed at the closed down industry.

   a. How would it affect the family?

   b. How would it affect the life roles of the student?

   EXAMPLES:

Citizen	-No time to participate in club activities.
Family	-Standard of family unit change.
Individual	-Cannot afford hobbies or leisure time.
Producer	-Family member unemployed - student gets part-time job.
Learner	-Impact of school's budget being voted down.
Consumer	-Not enough money to buy some goods and services.

CAREER
VOCATIONAL
TECHNICAL
EDUCATION

CAREER GUIDANCE ACTIVITY

TITLE: Wheat Market Game

GRADE LEVEL: 5

OBJECTIVES OF ACTIVITIES: To participate in a wheat market simulation game.

TIME: Two 45 minute periods

MATERIALS: 32 Buy cards (Blue), 32 Sell cards (White), 32 White arm bands, 2 boxes or containers

PROCEDURES:

1. Read instructions to class prior to playing game.
2. Divide the class into two equal groups -- buyers and sellers.
3. Give blue cards to buyers and white cards and arm bands to sellers.
4. Display the "market transaction" information.
5. Proceed as per directions.

WHEAT MARKET GAME

INSTRUCTIONS

1. Students with white cards and white arm bands are sellers.

2. Students with blue cards and with no bands on their arms are buyers.

3. Each seller should have only one sell order at a time. The order will say "Sell 1,000 Bushels of Wheat for a Price Not Less Than A Bushel" (and a price will be written on the order). DO NOT REVEAL INSTRUCTIONS. try to sell your wheat at the highest price you can but never sell wheat for a price lower than the price on your sell order. You can sell at the price shown if you want. If you have sold no wheat after five minutes, get another sell order from the teacher.

4. Each Buyer should have only one buy order at a time. The order will say "Buy 1,000 Bushels of Wheat for a Price Not More Than A Bushel" (and a price will be written on the order). DO NOT REVEAL YOUR INSTRUCTIONS. Try to buy your wheat at the lowest price you can, but never buy wheat for a price higher than the price on your buy order. You can buy at the price shown if you want to. If you have bought no wheat after five minutes, get another buy order from the teacher.

5. When the teacher says "START", sellers and buyers should meet and try to agree on a price for 1,000 bushels of wheat. Any buyer can talk to any seller and vice versa.

6. As soon as a buyer and seller agree on a price of 1,000 bushels of wheat, they should go to the teacher's desk and report the agreement.

7. When an agreement has been reported, the teacher will record the sale at the price made on the board. Watch the board for the prices that are being posted.

8. After a buyer and a seller have reported an agreement, they should get another buy order and sell order and go back to the market to try to reach another agreement with other buyers and sellers, or with each other.

9. A buyer should remain a buyer throughout the game and a seller should remain as seller.

10. Both buyers and sellers should do as well as they can. Do not violate the instructions on your card.

11. All transactions should end in zero ($1.70, $1.80, $1.90, etc.).

12. You will play three rounds.

HOW TO MAKE CARDS NEEDED FOR WHEAT MARKET GAME

The 32 "Buy" cards are Blue and are worded as follows:

Buy 1,000 Bushels of Wheat For not More than $ _____ A Bushel Try to get the best price you can below this price. Do Not buy any wheat above this price. If you have not bought any wheat after 5 minutes, get another buy order.	Buy 1,000 Bushels of Wheat For not More than $ _____ A Bushel Try to get the best price you can below this price. Do Not buy any wheat above this price. If you have not bought any wheat after 5 minutes, get another buy order.

The 32 "Sell" cards are White and are worded as follows:

Sell 1,000 Bushels of Wheat For Not Less Than $ _____ A Bushel Try to get the best price you can above this price. Do Not sell any wheat below this price If you have not sold any wheat after 5 minutes, get another sell order.	Sell 1,000 Bushels of Wheat For Not Less Than $ _____ A Bushel Try to get the best price you can above this price. Do Not sell any wheat below this price. If you have not sold any wheat after 5 minutes, get another sell order.

BUY ORDERS

Price	Number of Cards
$2.80	4
2.60	4
2.40	4
2.20	4
2.00	4
1.80	4
1.60	2
1.40	2
1.20	2
1.00	2
TOTAL	32

SELL ORDERS

Price	Number of Cards
$2.80	0
2.60	2
2.40	2
2.20	2
2.00	2
1.80	4
1.60	4
1.40	6
1.20	6
1.00	4
TOTAL	32

Each transaction represents 1,000 bushels of wheat.

Put this on chalkboard.

	Number of Transactions		
Prices at which Transactions Took Place	First 5-Minute Period	Second 5-Minute Period	Third 5-Minute Period
$2.80 2.70 2.60 2.50 2.40 2.30 2.20 2.10 2.00 1.90 1.80 1.70 1.60 1.50 1.40 1.30 1.20 1.00			

CAREER GUIDANCE ACTIVITIES

PROGRAM GOAL 3

GRADE 5

STUDENTS WILL IDENTIFY THEIR INDIVIDUALITY
AND CONTINUE TO DEVELOP A RELATIONSHIP WITH OCCUPATIONAL ROLES.

Suggested Activities Grade 5

5-3.1 Personal Characteristics Charade
5-3.1 Butterfly Construction
5-3.3 Classroom City Government Organization
5-3.4 Calendar Assembly Line

CAREER GUIDANCE ACTIVITY

TITLE: Personal Characteristics Charade

GRADE LEVEL: 5

OBJECTIVES OF ACTIVITIES: To identify occupational tasks in which personal characteristics are important.

TIME: 1 class period

MATERIALS: General classroom materials

PROCEDURES:

1. Discuss and identify personal characteristics students have that are helpful in school.
2. Record each characteristic on a small card.
3. The students will get into groups of three.
4. Groups of three randomly select a personal characteristics card and create a charade depicting the selected personal characteristic.
5. Present the charades to the other groups.
6. The group identifying the personal characteristic charade will suggest occupational tasks in which the characteristic is important and explain why.

CAREER GUIDANCE ACTIVITY

TITLE: Butterfly Construction

GRADE LEVEL: 5

OBJECTIVES OF ACTIVITIES: To work in a simulated job production activity, and relate how absenteeism in a job may hinder production.

TIME: Three 45 minute class periods

MATERIALS: Tag board, construction paper, yarn, glue, scissors, crayons, rulers

PROCEDURES:

1. Introduce Butterfly Project. (Instructions enclosed)
2. Divided class into four equal groups.
3. Group I will always have all members present.

   Group II will always have one member absent (a different one each day).

   Group III will have two members absent (2 different ones each day).

   Group IV will have three members absent (3 different ones each day).
4. Each group will be responsible for completing 10 butterflies.
5. At the end of the activity, each group can evaluate how productive it was, how work habits changed because members were absent, why some groups produced more than others.

BUTTERFLY CONSTRUCTION

INSTRUCTIONS

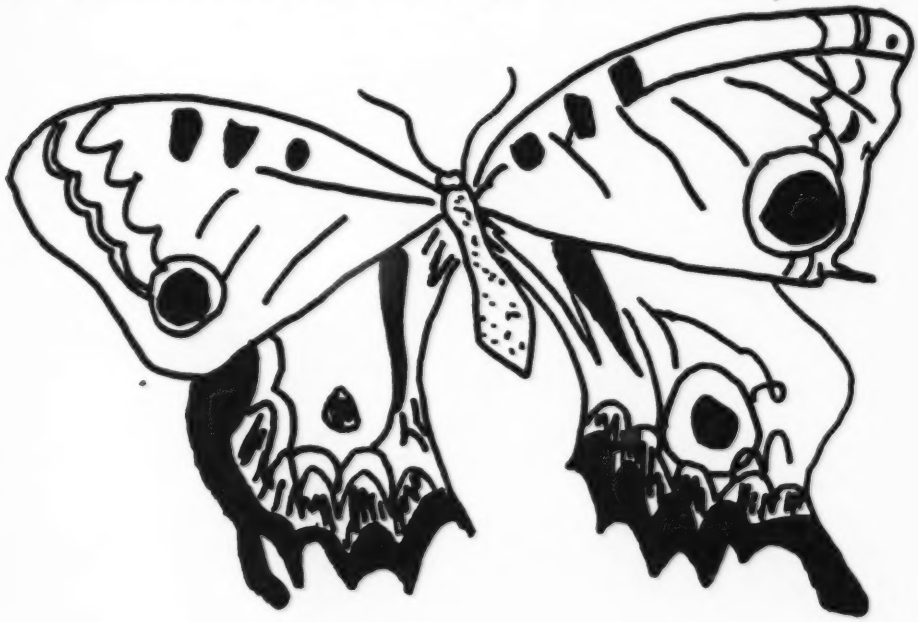
1. Each group will set up a production system that will best enable them to construct a butterfly. The group will decide on a leader to help assign tasks.

2. Every member has to have a job. Once a member has an assigned task, only he can perform that task.

Suggested Workers' Tasks

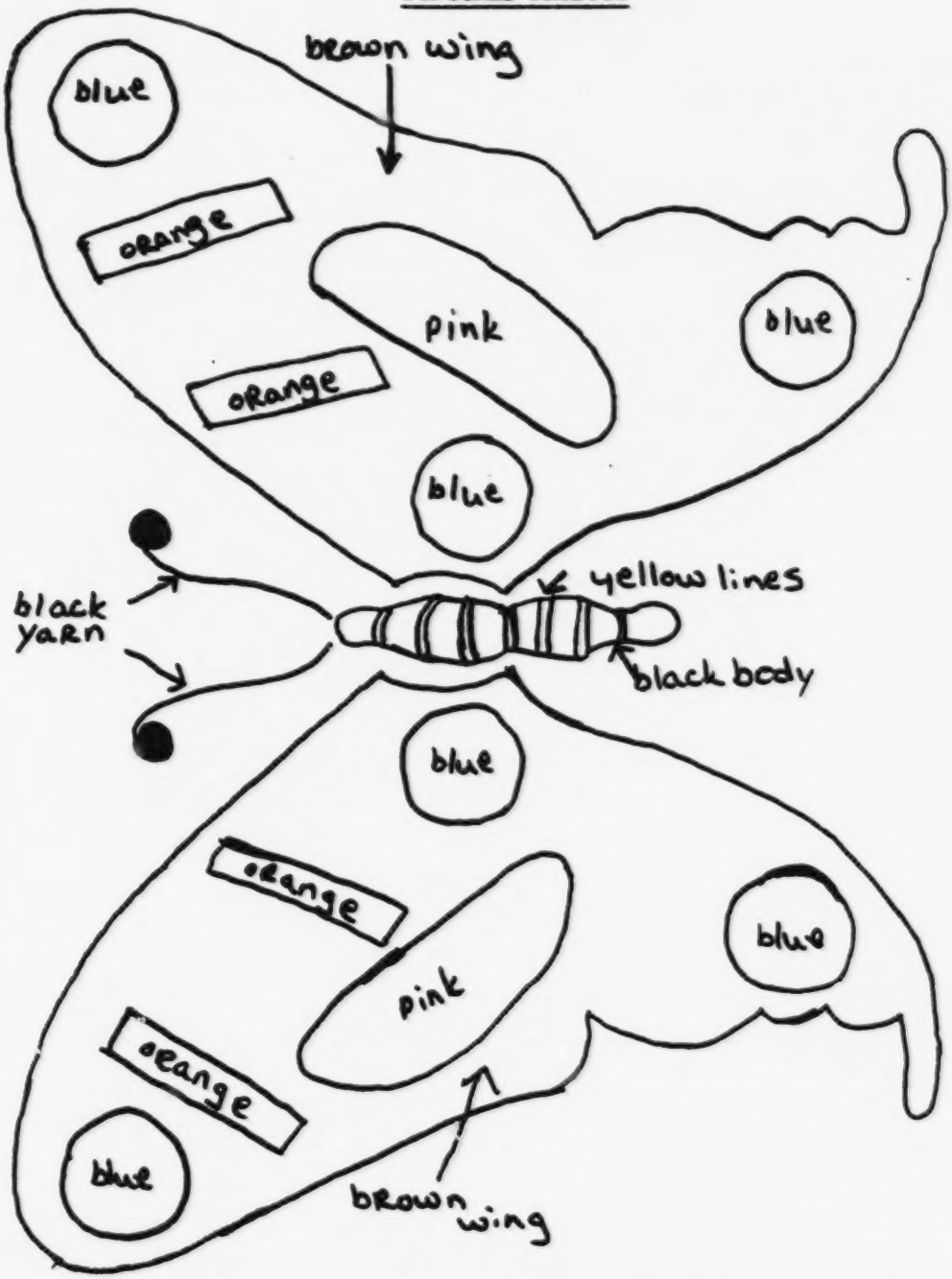
1. Production foreman
2. Tracer of parts
3. Cutter of parts
4. Designer (layout parts for gluer)
5. Gluer

NOTE: Parts can be cut out of tagboard so each group will have a master copy.

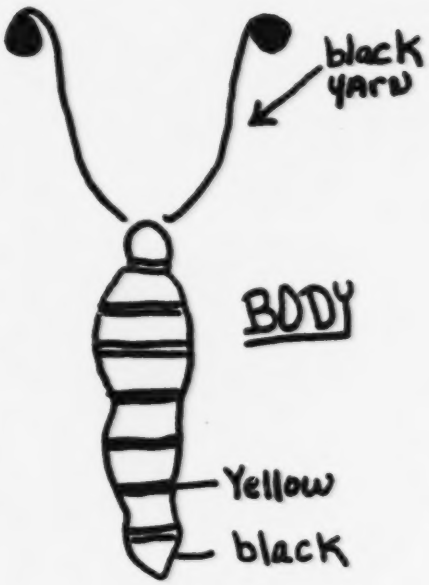


BUTTERFLY

FINISHED PRODUCT



BUTTERFLY CONSTRUCTION PARTS



1 for each wing
PINK

3 for each wing
blue

2 for each wing
orange

CAREER GUIDANCE ACTIVITY

TITLE: Classroom City Government Organization

GRADE LEVEL: 5

OBJECTIVES OF ACTIVITIES: To participate in a city government activity, electing officers, completing job application forms and job evaluation forms, and realizing that people require certain skills and attitudes to be effective in their jobs.

TIME: Teacher Determined

MATERIALS: Job application, job evaluation form, job description form, bulletin board and job title ideas.

PROCEDURES:

1. Hold a class election, electing a mayor and four commissioners (public safety, public affairs, public works, public utilities). (See suggested duties for city government).

2. Students apply for room jobs. (See sample of Job Application).

3. Students give their completed job application forms to the commissioner in charge of the job.

4. Commissioners review the job applications under their jurisdictions and select the students best qualified.

5. After being selected for job, students fill out job descriptions.

6. Each commissioner fills out a worker evaluation form at conclusion of job - (usually 1-2 month).

* Teacher may choose students for each position in place of student elections.

SUGGESTED DUTIES FOR

CITY GOVERNMENT

Mayor

Oversees class when teacher is out of the room.
Assists substitute teacher when regular teacher is absent.
Chooses a different student daily to lead the flag salute.
Is in charge of the four Commissioners.

Commissioner of Public Safety is in charge of the following room jobs:

Line leader (leads lines)
Equipment (responsible for play equipment)
Police Chief (sergeant of arms)
Fireman (pulls shades for films and is responsible for windows)
Doctor (takes care of Band-Aids and escorts students to the office if they are sick)

Commissioner of Public Utilities is in charge of the following room jobs:

Lights (turn lights off and on)
Water (cleans sink)
Telephone (handles intercom system)
Post Office (collects and hands out papers for teacher)

Commissioner of Public Works is in charge of the following room jobs:

Chalkboard (erases and cleans chalkboard)
Librarian (assists with library check out and keeps classroom bookshelves in order)
Lunchroom helper (helps with lunchroom) - 2 students
Museum (takes care of "Show and Tell" case)

Commissioner of Public Affairs is in charge of the following room jobs:

Secretary - appointed position - (takes attendance and lunch count)
Parks and Recreation (waters and cares for plants in room)
Zoo Keeper (cares for animals in the room)
City Engineer (assists with A.V.A. materials and locates the custodian if a need arises in the classroom)

JOB APPLICATION FORM

Date _____

Name _____ Age _____
Last First Middle

Address _____ Phone _____

Date of birth _____

Job applying for _____

Check the skills and attitudes that you have which make you qualified for this job:

1. Dependable		1. Good in arithmetic	
2. Prompt		2. Good in spelling	
3. Friendly		3. Good in writing	
4. Cooperative		4. Neat	
5. Hard worker			
6. Get along with others			

Tell in a short summary why you would be the best person for this job.

_____

_____

_____

_____

_____

Signature _____

JOB DESCRIPTION FORM

Job Title: _____

Tools and skills needed for the job: _____

_____

_____

_____

_____

Job Responsibilities: _____

_____

_____

_____

_____

_____

_____

_____

Signature _____

JOB EVALUATION FORM

Name of worker _____

Job held _____

Please circle, on a scale of 1 to 5, the workers performance in the following areas:

	Poor				Good
Dependable	1	2	3	4	5
Prompt	1	2	3	4	5
Quality of work	1	2	3	4	5
Ability to work with others	1	2	3	4	5
Attitude	1	2	3	4	5

Supervisor _____

Title _____

(SAMPLE)

CITY GOVERNMENT

BULLETIN BOARD

MAYOR	Picture					
Comm. of Public Safety	Picture	Line Leaders Pic.	Equipment Pic.	Police Chief Pic.	Fire Fighter Pic.	Doctor Pic.
Comm. of Public Utilities	Picture	Lights Pic.	Water Pic.	Telephone Pic.	Post Office Pic.	
Comm. of Public Works	Picture	Chalk board Pic.	Librarian Pic.	Lunch Helper Pic.	Lunch Helper Pic.	Museum Pic.
Comm. of Public Utilities	Picture	Secretary Pic.	Parks & Recreation Pic.	Zoo Keeper Pic.	City Engineer Pic.	

CAREER GUIDANCE ACTIVITY

TITLE: Calendar Assembly Line

GRADE LEVEL: 5

OBJECTIVES OF ACTIVITIES: The student will be able to report, in a class discussion, the difference in a repetitive and non-repetitive job based upon participation in an assembly line project.

TIME: Approximately three 45-minute class periods

MATERIALS: Felt tip pens, description of stations

PROCEDURES:

1. Room should be arranged to accommodate five work stations, with each station numbered.

2. Divide the class into five groups to work at the stations. (A 9-month calendar will be constructed.)

3. Description of station activities:

   Station I - Students receive dittoed sheets and go over the lines with felt tip pens.

   Station II - Students put on days of the week. Each student in the station is responsible for a certain day only. For example, a student writing "MON" would write this down 270 times. (9 months x 30 students in the class.)

   Station III - Students write name of month on each calendar. Each student is responsible for one month only.

   Station IV - Students write down numerals on calendars in correct place. (Students refer to the month they are working on.)

   Station V - Students construct picture appropriate to the month, e.g., snowflakes for winter months, presidents pictures for February.

SAMPLE

SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.

COMPLETED SAMPLE

DECEMBER

SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

CAREER GUIDANCE ACTIVITIES

PROGRAM GOAL 4

GRADE 5

STUDENTS WILL DEVELOP SKILLS IN DECISION MAKING, CREATING, AND COMMUNICATING AS RELATED TO THE WORLD OF WORK.

Suggested Activities Grade 5

5-4.1 Rank Ordering
5-4.2 Lost on the Moon
5-4.3 Identifying Task of Skilled and Unskilled Workers
5-4.4 Negotiation
5-4.5 5 Square
5-4.6 Class Assignment Decision Making
5-4.7 Creativity in Group Work

CAREER GUIDANCE ACTIVITY

TITLE: Rank Ordering

GRADE LEVEL: 5

OBJECTIVES OF ACTIVITIES: To identify and compare reasons for arriving at a consensus.

TIME: One 45-minute period

MATERIALS: Student copies of rank order sheets on occupations

PROCEDURES:

1. List 15 or fewer occupations the students are familiar with.
2. Students rank the list from the most important to the least important.
3. Divide the class into groups of five.
4. Each group will reach a consensus in their ranking of the occupations.
5. Display each group's ranking.
6. Discuss the methods used by the groups to reach a consensus.
7. Each group will select one representative to meet with representatives selected by other groups in order to reach a final consensus of ranking the occupations.
8. Display the final ranking.
9. Discuss the final consensus listings of the group representatives and how they reached their consensus.

Variations: Conditions can be set for the activity.

Small community - rank occupations

Large metropolitan area - rank occupations

Lost on an island - rank occupations

OCCUPATIONS

SAMPLE RANK ORDER SHEET ON OCCUPATIONS

Rank the occupations from the most important (Number 1) to the least important (Number 15).

JOB TITLES	IND. RANK	A	B	C	D	E	F	FINAL GROUP REP. RANK
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								

CAREER GUIDANCE ACTIVITY

TITLE: Lost on the Moon

GRADE LEVEL: 5

OBJECTIVES OF ACTIVITIES: To participate in the group decision-making problem, "Lost on the Moon" game, and compare group results relative to solving the problem.

TIME: Five 45-minute periods

MATERIALS: 70-80 copies of "Lost on the Moon" and NASA worksheet
10-15 group score sheets (see example scoring procedures)
1 scoring key (see example)
1 chart for group results (see example)

PROCEDURES:

1. Give the class the instructions for completing the game (see instructions).
2. Complete part one of the problem.
3. Complete part two of the problem.
4. Complete part three of the problem.
5. Students will turn in the answers to the questions from part three of the activity.

"LOST ON THE MOON"

By Barbara Luke

Fairfax County, Virginia

Participants work on the problem alone, then in groups of five or six, where they compare their individual rankings and agree on a common ranking for the group. Then a leader scores the individual and group results according to the correct rankings established by the space survival unit of NASA and posts the scores for class discussion.

Dividing naturally into three parts, the exercise can be completed in one session of an hour and a half or over three class periods. Particularly suitable for grades 7 to 12, the exercise might also be used in some fifth and sixth grade classes. Its subject matter makes it especially relevant to science and social studies; and the ranking and scoring procedures might make it useful in a math class.

Setting up the exercise requires only three steps:

1. Choose two or three students who are competent in arithmetic to serve as a scoring committee. They can participate in Part One of the exercise and observe the rest.

2. Devise a method for dividing the class into groups of five or six members. Each student will need an area on which to write, so groups might be formed around a large table or by moving desks to form small circles.

3. Prepare enough copies of the problem to have 2 for each student as well as 10 to 12 extra copies for the Group Summary forms.

Form the groups, briefly introduce the problem without going into details of the exercise, and provide each student with two copies of the problem sheet. Give each group a number and have the students put that number on their problem sheets. Instruct the students to work independently, ranking each item in order of its importance and recording the ranking on both sheets. As the students finish, have the scoring committee collect one copy from each student, keeping the groups separated.

Have each group work with its members' second copies to build a Group Summary Form by recording individual rankings on a single copy of the problem.

While the groups are at work, have the scoring committee total the individual scores by comparing them with the scoring key. For each item, the score is the absolute difference between the student's ranking and the correct ranking. The total score is the sum of the scores for each item. The lowest score is the "best."

Once the groups have begun their individual discussions, make a chart on the chalkboard or newsprint comparing group results. It should look like the following table:

Group	Average Individual Score	Range High-Low	Group Score	Net Change
1	45	72-27	25	20
2	32	58-20	24	8
3	41	64-27	26	15
4	28	61-17	28	0

After the groups have had sufficient time for individual discussions, call their attention to the chart comparing group results and have the entire class discuss the difference.

Often the group that has taken the greatest amount of time to reach their decision will have the best score. Also it is not uncommon to find that the group score will be better than that of any individual within the group. Sometimes a usually retiring class member will turn out to be more resourceful in working on the problem than the presumed class expert. The importance of identifying member resources, the different roles played by group members, the value of collaboration, different styles of group decision making and their consequences--these are some of the points to be derived from the experience.

NASA EXERCISE INDIVIDUAL WORKSHEET

INSTRUCTIONS: You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During landing, much of the equipment aboard was damaged, and, since survival depends on reaching the mother ship, the most critical items left intact and undamaged after landing. Your task is to rank order them in terms of their importance to your crew in allowing them to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on, through number 15, the least important. You have 15 minutes to complete this phase of the exercise.

_____ Box of matches

_____ Food concentrate

_____ 50 feet of nylon rope

_____ Parachute silk

_____ Portable heating unit

_____ Two .45 calibre pistols

_____ One case dehydrated pet milk

_____ Two 100-lb. tanks of oxygen

_____ Stellar map (of the moon's constellation)

_____ Life raft

_____ Magnetic compass

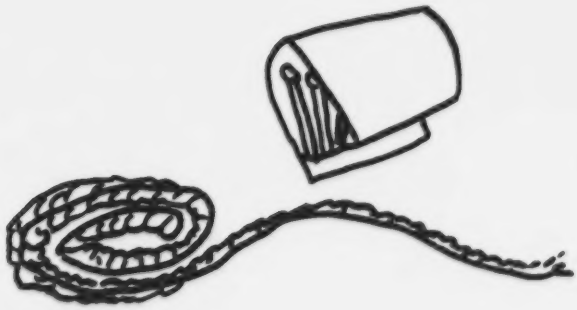
_____ 5 gallons of water

_____ Signal flares

_____ First aid kit containing injection needles

_____ Solar-powered FM receiver-transmitter

GROUP RANKING RECORD SHEET



_____ Box of matches

_____ Food concentrate

_____ 50 feet of nylon rope

_____ Parachute silk

_____ Portable heating unit

_____ Two .45 calibre pistols

_____ One case dehydrated pet milk

_____ Two 100-lb. tanks of oxygen

_____ Stellar map (of the moon's constellation)

_____ Life raft

_____ Magnetic compass

_____ 5 gallons of water

_____ Signal flares

_____ First aid kit containing injection needles

_____ Solar-powered FM receiver-transmitter

Group Score _____

Average Individual Score _____

Range of Scores: Highest _____ Lowest _____

Difference Between Average Individual Score and Group Score _____

SCORING PROCEDURE

Actual Ranking	Ranking By Individual #1	Absolute Difference Between #1 and Actual	Ranking By Individual #2	Absolute Difference Between #1 and Actual
15	15	0	14	1
4	2	2	4	0
6	7	1	8	2
8	9	1	7	1
13	11	2	12	1
11	8	3	10	1
12	10	2	11	1
1	1	0	2	1
3	4	1	1	2
9	13	4	9	0
14	12	2	15	1
2	5	3	3	1
10	14	4	13	3
7	6	1	6	1
5	3	2	5	0
		28		16

LOWEST SCORE IS "BEST"

SCORING KEY

Listed below are the correct rankings for the "Lost on the Moon" items, along with the reasons for the rankings provided by the NASA's space-survival unit.

15	Box of matches	Little or no use on the moon
4	Food concentrate	Supply daily food required
6	50 feet of nylon rope	Useful in tying injured, help in climbing
8	Parachute silk	Shelter against sun's rays
13	Portable heating unit	Useful only if party landed on dark side
11	Two .45 calibre pistols	Self-propulsion devices could be made from them
12	One case dehydrated milk	Food, mixed with water for drinking
1	Two 100-pound tanks of oxygen	Fills respiration requirement
3	Stellar man of the moon's constellation	One of principal means of finding directions
9	Life raft	CO_2 bottles for self-propulsion across chasms, etc.
14	Magnetic compass	Probably no magnetized poles; thus, useless
2	5 gallons of water	Replenishes loss by sweating, etc.
10	Signal flares	Distress call within line of sight
7	First-aid kit containing injection needles	Oral pills or injection medicine valuable
5	Solar-powered FM receiver-transmitter	Distress signal transmitter, possible communication with mother ship

CAREER GUIDANCE ACTIVITY

TITLE: Identifying Tasks of Skilled and Unskilled Workers

GRADE LEVEL: 5

OBJECTIVES OF ACTIVITIES: To categorize a worker in a chosen occupation as skilled or unskilled.

TIME: Four or Five 45-minute periods

MATERIALS:
1. Magazines (approximately fifteen or more)
2. 34 student research sheets
3. Suggested bulletin board

PROCEDURES:

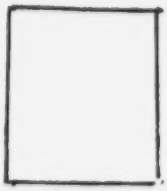
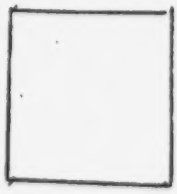
1. Students cut a picture of a worker from a magazine and mount it on construction paper.
2. The class identifies and labels as a group activity, the occupation of the worker.
3. Divide the class into groups of three and assign one occupation to each group.
4. Each group researches its occupation, identifies the major task performed, the major skills needed, and whether or not its worker is skilled or unskilled and why (see "Student Occupational Skill and Task Sheet").
5. Prepare a display or bulletin board area, dividing it into skilled and unskilled areas.
6. Each group places the picture of its worker in the proper section of the board, listing the training needed and the group's reasoning for choosing that category.
7. Class discusses the bulletin board.

STUDENT RESEARCH SHEET

OCCUPATIONAL TASKS AND SKILLS

Occupation	Major Task Performed	Training Needed	Skilled	Unskilled

SUGGESTED BULLETIN BOARD

UNSKILLED WORKERS			SKILLED WORKERS		
Pictures of workers	Training needed for entry-level employment	Why group placed in unskilled category	Pictures of workers	Training needed for entry-level employment	Why consider skilled
					
					

CAREER GUIDANCE ACTIVITY

TITLE: Negotiation

GRADE LEVEL: 5

OBJECTIVES OF ACTIVITIES: To participate in "Negotiation," and identify the variety of methods used and the types of communication used in the different groups to complete the task in the activity.

TIME: One 45-minute period

MATERIALS: See following page for materials

PROCEDURES:

1. Divide the class into six groups.
2. Provide each group with one of the six instruction cards, a group identifying marker, and the materials listed on the instruction card (see example).
3. Read the instructions to the class (see example).
4. Instruct the group to complete the activity.
5. Identify and discuss the variety of methods used and the types of communication used in the different groups to complete the activity task.

Materials:

A. Cut from magazines, etc., two of each of the following and mount on 4 x 6 tagboard.

1. Two screwdrivers
2. Two screws
3. Two wrenches
4. Two bolts
5. Two one-dollar bills
6. Two die sets (from retail catalogs)

B. One set of instructions for each of the six groups mounted on 4 x 6 pieces of tagboard (see instruction sheet).

C. Markers identifying each group as to group A, B, C, D, or E.

* Teacher may wish to repeat the activity by using one standard screwdriver and one Phillips screwdriver.

ACTIVITY INSTRUCTIONS

1. Each group is to select one negotiator.
2. All other members of the group must remain seated during the activity.
3. The negotiator may move to other groups in accordance with the rules on his Group Instruction Card.
4. The negotiator may only negotiate (talk) with group members who remain seated.

GROUP INSTRUCTIONS

You are Group A:

- You have two screwdrivers.
- You need to end up with one screwdriver and one screw that matches.
- Group "B" has two screws.
- You cannot negotiate directly with Group "B" by using the screwdrivers as a negotiable item.

You are Group B:

- You have two screws.
- You need to end up with one screw and one screwdriver that matches.
- Group "A" has two screwdrivers.
- You cannot negotiate directly with Group "A" by using the screws as a negotiable item.

You are Group C:

- You have two wrenches.
- You need to end up with one wrench and one bolt.
- Group "D" has two bolts.
- You cannot negotiate with group "D" by using the wrenches as a negotiable item.

You are Group D:

- You have two bolts.
- You need to end up with one bolt and one wrench.
- Group "C" has two wrenches.
- You cannot negotiate directly with Group "C" by using the bolts as a negotiable item.

You are Group E:

- You have two dollar bills.
- You need to end up with one dollar and one die set.
- Group "F" has two die sets.
- You cannot negotiate directly with Group "F" by using the dollar bills as a negotiable item.

You are Group F:

- You have two die sets.
- You need to end up with one die set and one dollar bill.
- Group "E" has two one-dollar bills.
- You cannot negotiate directly with Group "E" by using the die sets as a negotiable item.

CAREER GUIDANCE ACTIVITY

TITLE: 5 Square

GRADE LEVEL: 5

OBJECTIVES OF ACTIVITIES: To participate in the 5 Square activity, and discuss the problems of nonverbal communication.

TIME: One class period

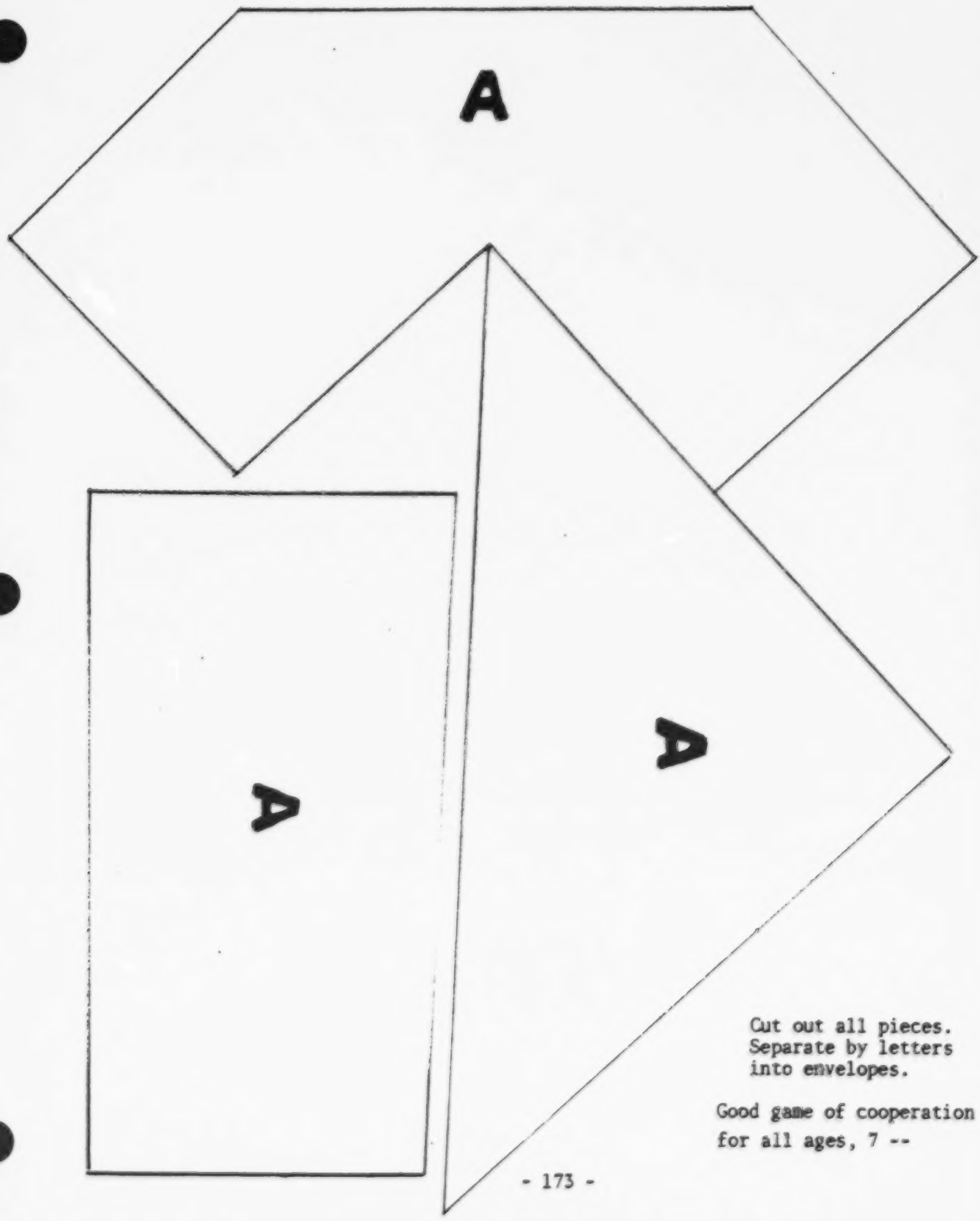
MATERIALS: Five large 8" x 10" envelopes
Materials for envelopes
List of rules

PROCEDURES:

1. The teacher will divide the class into groups of five.
2. Each student will receive a packet containing puzzle pieces.
3. The teacher will read the rules for the game to the entire class (see Rules).
4. Students are to start when the teacher indicates the activity is to begin (write time on board).
5. The students will record how much time it took them to complete the activity.
6. The class will discuss the difficulties and problems they encountered in completing the activity (nonverbal communication problems).

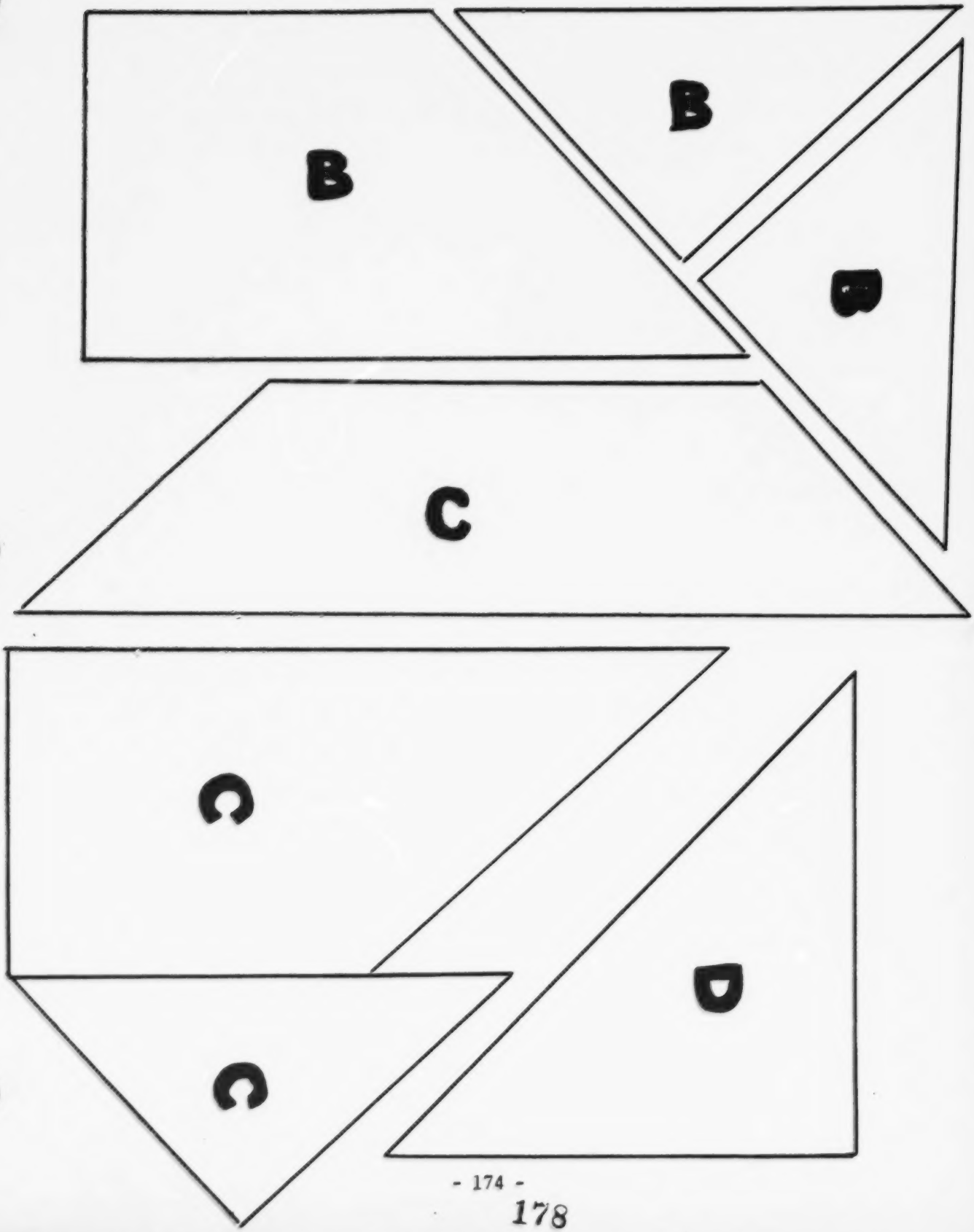
RULES

1. When you begin, the task of the group is to form (5) five squares of equal size. The task is not completed until everyone has before him a perfect square and ALL THE SQUARES ARE OF THE SAME SIZE.
2. NO MEMBER OF ANY TEAM MAY SPEAK.
3. NO MEMBER MAY ASK FOR A CARD OR IN ANY WAY SIGNAL THAT HE WANTS ONE. MEMBERS MAY ONLY GIVE CARDS TO ONE ANOTHER.
4. As soon as you finish, record how much time it took you and replace the cards in the envelope with the same letter as that on the card.



Cut out all pieces.
Separate by letters
into envelopes.

Good game of cooperation
for all ages, 7 --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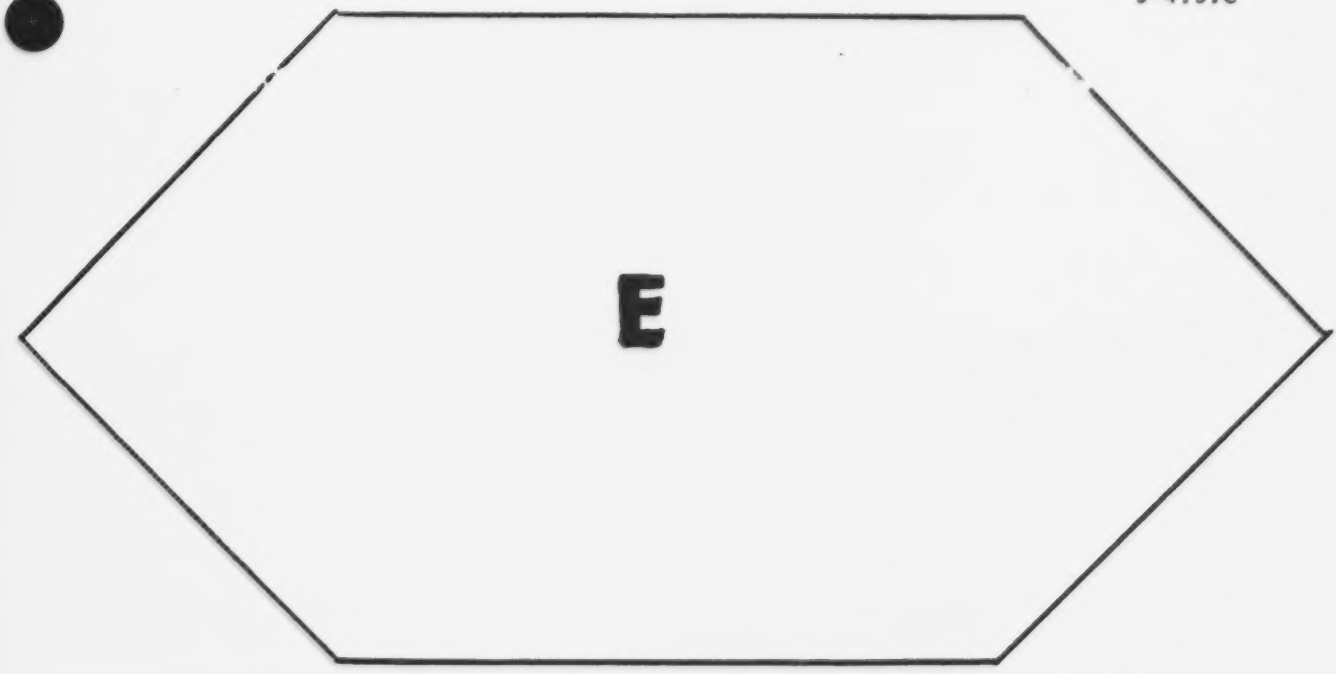
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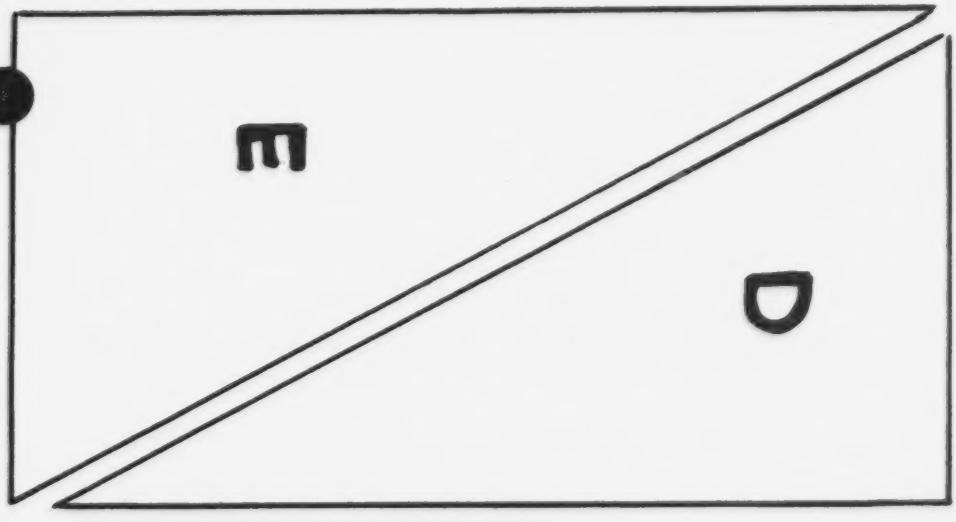
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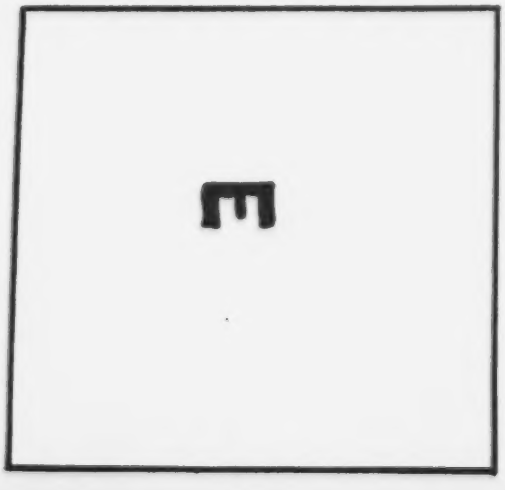
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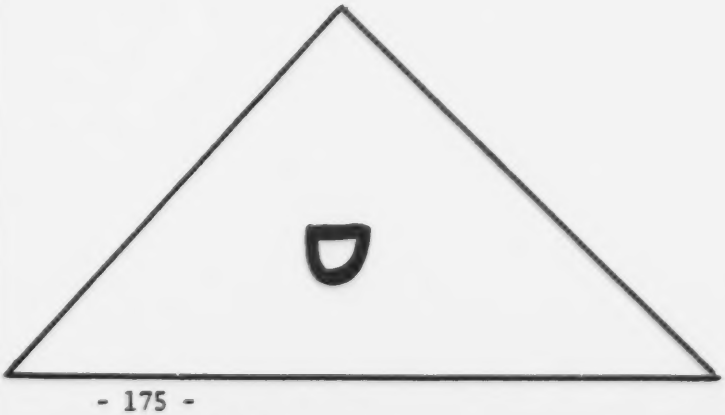
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CAREER GUIDANCE ACTIVITY

TITLE: Class Assignment Decision Making

GRADE LEVEL: 5

OBJECTIVES OF ACTIVITIES: To make all decisions in relation to completion of class assignments over a two-day period, and discuss and identify problems associated with those decisions.

TIME: Teacher determined

MATERIALS: None

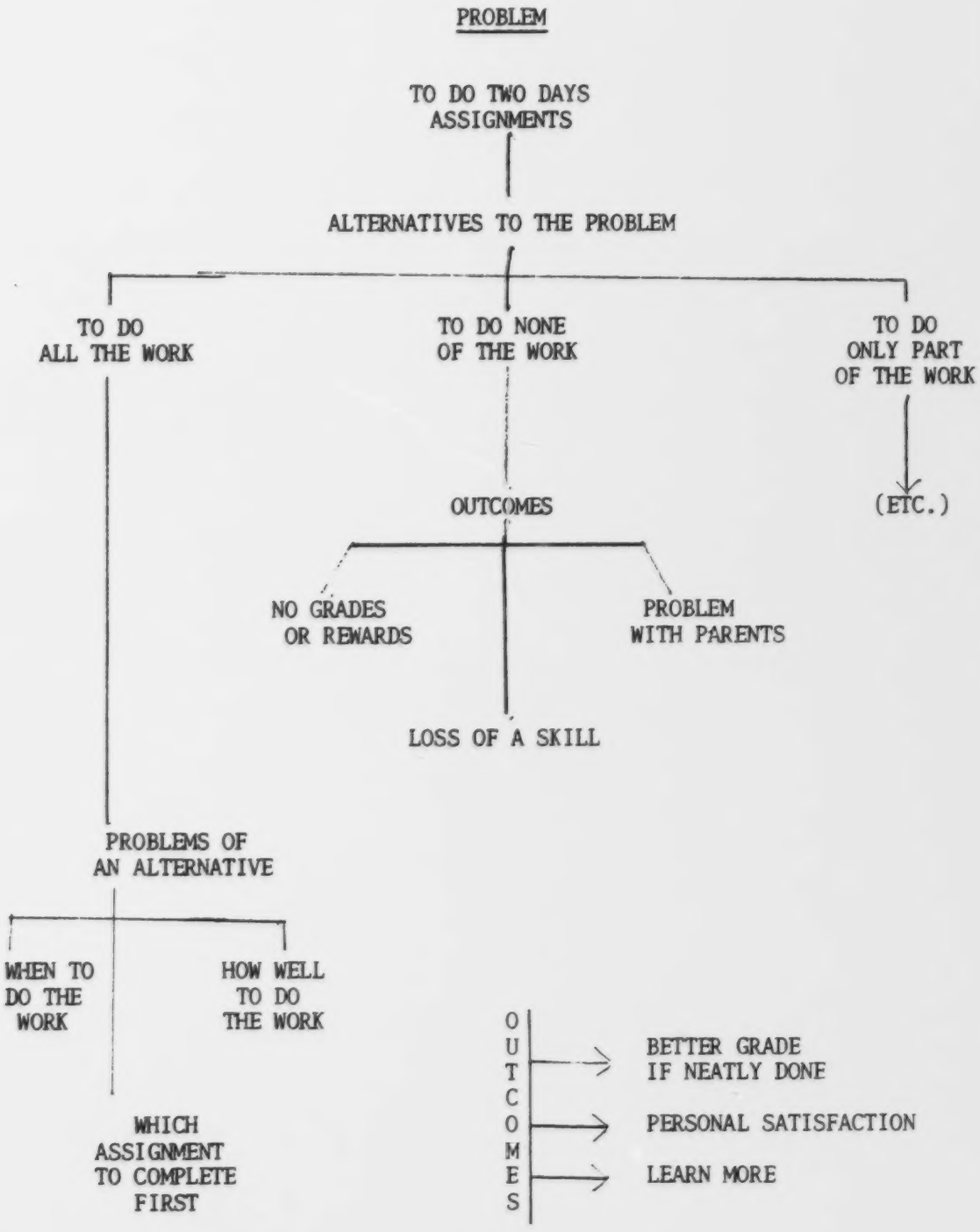
PROCEDURES:

1. List the assignments the students will be expected to have completed over a period of two days. (This could be in one or more subject areas.)

2. All decisions made in relation to the assignments (completion, when, how, what, what degree, etc.) must be made by the student only. (This is necessary in order to arrive at the suggested instructional goal.)

3. At the close of the two-day period, discuss and identify problems each student encountered.

4. If this activity is successful, try the activity for a longer period of time (possibly three days). It may be that some students or classes may be able to make effective decisions on an even longer period of time (one week).


PROBLEM
TO DO TWO DAYS ASSIGNMENTS
ALTERNATIVES TO THE PROBLEM
TO DO ALL THE WORK
TO DO NONE OF THE WORK
TO DO ONLY PART OF THE WORK
(ETC.)
OUTCOMES
NO GRADES OR REWARDS
PROBLEM WITH PARENTS
LOSS OF A SKILL
PROBLEMS OF AN ALTERNATIVE
WHEN TO DO THE WORK
HOW WELL TO DO THE WORK
WHICH ASSIGNMENT TO COMPLETE FIRST
OUTCOMES
BETTER GRADE IF NEATLY DONE
PERSONAL SATISFACTION
LEARN MORE

CAREER GUIDANCE ACTIVITY

TITLE: Creativity in Group Work

GRADE LEVEL: 5

OBJECTIVES OF ACTIVITIES: To create and work on a group project, developing an efficient group process to improve the group's creative output.

TIME: Two 45-minute class periods

MATERIALS: Butcher paper, stapler, glue, poster paper, magazines

PROCEDURES:

1. Create committees of 3-5 students.
2. Have each committee create a bulletin board, banner or pennant. Possible subjects: specific or general careers, career day, people jobs, data jobs, thing jobs, etc.
3. Discuss the problems each group faced in deciding what they were going to develop and how the problems were solved.
4. Discuss the processes each group used to become efficient. Was a leader appointed? A secretary? Did someone take charge of securing the materials? Was a master design developed and used? etc.
5. Students evaluate the projects. Does it hold true that the group that was most efficient produced the most creative product?

CAREER GUIDANCE ACTIVITIES

PROGRAM GOAL 5

GRADE 5

STUDENTS WILL DEVELOP PHYSICAL AND
MENTAL SKILLS RELATED TO OCCUPATIONAL SKILLS.

Suggested Activities Grade 5

5-5.1	Team Work
5-5.2	Relating Job Skills and Hobbies
5-5.3	Hearing, Seeing, Drawing
5-5.4	Home Jobs

CAREER GUIDANCE ACTIVITY

TITLE: Team Work

GRADE LEVEL: 5

OBJECTIVES OF ACTIVITIES: To identify sports occupations, participate in the physical movements required and identify the occupations which require team work.

TIME: Several 45-minute class periods

MATERIALS: Varies according to activity

PROCEDURES:

1. Identify different sports occupations and the types of physical activities needed for each.
2. Throughout the year, introduce a sport and its physical activities to students through the use of drills.
3. Discuss the use of teamwork and helping team members improve the activities in which they are least proficient.
4. Students identify the occupations that require teamwork.
5. Suggested activities enclosed.

PARTIAL LISTING OF ACTIVITIES

Soccer/Hockey	Basketball
Passing	Passing
Dribbling	Dribbling
Shooting	Shooting
Running	Running
Use of body (soccer)	
Football	**Softball**
Passing	Pitching
Running	Throwing
Blocking	Running
Kicking	Batting
Catching	Catching
Volleyball/Newcomb	**Tennis**
Serving	Hitting
Spiking	Running
Setting-up	Serving
Throwing (Newcomb)	Footwork

*Newcomb is played like volleyball with the exception that the ball is caught then thrown. It is appropriate for students with poor coordination skills.

CAREER GUIDANCE ACTIVITY

TITLE: Relating Job Skills and Hobbies

GRADE LEVEL: 5

OBJECTIVES OF ACTIVITIES: To identify hobbies and occupations requiring the same physical skills.

TIME: Teacher determined

MATERIALS: None

PROCEDURES:

1. Students discuss their uses of leisure time through hobbies, sports, favorite activities, etc.

2. Students demonstrate to the class the process used to participate in these leisure-time activities. (Some of the activities may require physical ability, some eye-hand coordination, etc.)

3. Students list some occupations that require the same physical skills as those being demonstrated.

CAREER GUIDANCE ACTIVITY

TITLE: Hearing, Seeing, Drawing

GRADE LEVEL: 5

OBJECTIVES OF ACTIVITIES: To complete a picture by following oral directions.

TIME: One class period

MATERIALS: Set of instructions teacher develops
Art paper
Pencil or crayon

PROCEDURES:

1. Each student will have a piece of art paper.

2. Give directions of things the students are to draw, a sentence at a time. Involve two or three directives.

   Example: Draw a fence across the center of your paper that is made of two rails and has an orange gate with a gray squirrel sitting on it.

3. Continue to give instructions until the picture has all the items necessary to complete it (possibly four or five sentences).

4. Most students, after practice, will develop their listening skills to be able to handle ten to fifteen items at a time.

CAREER GUIDANCE ACTIVITY

TITLE: Home Jobs

GRADE LEVEL: 5

OBJECTIVES OF ACTIVITIES: To work at home and be evaluated by student and a parent.

TIME: Two weeks of outside class time
Two 40-minute class periods

MATERIALS: Student copies of job application form
Student copies of parents' form
Student copies of students' form
Teacher made letter to parents explaining the activity

PROCEDURES:

1. Students apply for a job in their home using the enclosed "Home Job Application Form."

2. Students must perform two jobs during a two-week cycle.

   1st week an unpaid job.

   2nd week a paid job, amount negotiated between parent and child.

3. Job suggestions -- housekeeping chores, washing cars, babysitting, cutting grass and garden jobs, taking out garbage, etc.

4. Students complete a student evaluation form for each task they do and have their parents complete a parent evaluation form after the work has been completed.

5. Suggested follow-up activities -- Students may want to continue work experiences on their own with their parents or a neighbor in the community.

HOME JOB APPLICATION FORM

Name _____

Address _____
Street City State

Phone _____

Date of Birth _____

Job Applied For _____

Length of Employment _____

Brief Job Description _____

_____

_____

_____

_____

_____

_____

_____

PARENTS EVALUATION FORM

1. Do you feel you gave clear instructions? Yes _____ No _____

2. Do you feel your student assumed full responsibility for the job? Yes _____ No _____

3. Were you satisfied with the job performed? Yes _____ No _____

4. Did your students learn anything from this work experience?

_____

_____

_____

_____

_____

_____

_____

5. Please feel free to add any additional comments that you may have.

_____

_____

_____

_____

_____

_____

_____

STUDENT EVALUATION FORM

1. Did you like your job? Yes ____ No ____
2. Did you understand directions? Yes ____ No ____
3. Did you do your best? Yes ____ No ____
4. Were your parents happy with your job? Yes ____ No ____
5. Would you like to do this job again? Yes ____ No ____
6. How did you feel having a job? Very Good ____ Good ____ Not so Good ____
7. Did you give yourself plenty of time to complete your job? Yes ____ No ____
8. Feel free to add any additional comments about your work experience.

PORTLAND PUBLIC SCHOOLS - - **CAREER EDUCATION** - - Grades 4 - 5

Student _____

CAREER DEVELOPMENT CHECKLIST

(Numbers in parentheses refer to State mandated Career Education goals. See reverse. Indicate with a ✓ when activity relating to goal has been completed.)

GRADE 4 Teacher _____ Date _____

____ 1. Realize the need for goals in reaching decisions. (4.1, 4.3)
____ 2. Explore how to resolve personal conflict between individual and group goals. (1.2, 2.2, 3.1, 3.2, 4.1, 4.2)
____ 3. Be aware of individual strengths and weaknesses and their relationships to job choices. (3.1, 3.2, 3.3, 4.2, 4.4, 5.2)
____ 4. Explore the relationship between educational skills and individual success. (2.3, 3.3, 4.3, 5.1, 5.3)
____ 5. Understand the process of production and distribution of goods and services. (1.3, 2.1)
____ 6. Be aware of the wage earner's job and how it affects the home unit. (1.2, 2.2, 4.1)
____ 7. Classify occupations according to similarity of job performances. (1.1, 2.1, 4.1)

GRADE 5 Teacher _____ Date _____

____ 1. Apply decision-making process to school-related problems. (4.1, 4.3)
____ 2. Be aware of individual's rights and responsibilities as a worker. (1.2, 2.2, 3.1, 4.1, 4.2, 4.4, 5.3)
____ 3. Recognize an individual's interdependence within the world of work. (1.3, 2.2, 2.3, 3.1, 4.1, 4.2)
____ 4. Be aware of how careers influence one's life. (1.1, 2.2, 3.2, 3.3, 4.4, 5.1)
____ 5. Compare the advantages and disadvantages of various jobs. (1.2, 3.2, 3.3, 4.1, 4.2, 4.4, 5.3)
____ 6. Be aware of the many machines and tools people use in production of goods. (1.3, 5.2)
____ 7. Be aware of the law of supply and demand. (2.1)
____ 8. Explore the process of mass production and distribution. (1.3, 2.1)

NOTE: At Grade 6, the Career Development Checklists for PreK-3 and 4-5 should be included in student career file folders.

Portland Public Schools
CAREER EDUCATION GOALS
Grades 4 - 5
(developed by Oregon Department of Education)

1. Students will identify and develop attitudes about the world of work.

   1.1 Will move from an identification of workers to an understanding of work as a need of society.
   1.2 Will be able to identify attitudes of others within the world of work.
   1.3 Will be able to recognize an individual's interdependence within the community.

2. Students will acquire knowledge about the world of work.

   2.1 Will know the difference between production, distribution and consumption.
   2.2 Will be able to demonstrate how the world of work influences the citizen, family, individual, producer, learner, and consumer life roles.
   2.3 Will be able to understand the community as a resource for career development.

3. Students will identify their individuality and continue to develop a relationship with occupational roles.

   3.1 Will be able to understand and identify strengths and weaknesses of individuals and how these characteristics affect job choices.
   3.2 Recognizes that different experiences may create different work habits and attitudes.
   3.3 Will be able to evaluate strengths and weaknesses as they apply to present occupational interests.

4. Students will develop skills in decision making, communicating, and creating as related to world of work.

   4.1 Will be able to identify and participate in a decision-making process.
   4.2 Will develop an awareness of the way basic methods of communication help individuals complete work tasks and participate in life roles.
   4.3 Will be able to experience examples of decision making in occupational roles.
   4.4 Will understand that opportunities for creative expression exist in the world of work.

5. Students will develop physical and mental skills related to occupational roles.

   5.1 Will be able to demonstrate that occupations require degrees of physical movement.
   5.2 Will be able to understand tools as an extension of the body.
   5.3 Will be able to demonstrate that classroom-obtained skills are directly related to job performance within occupational roles.

DESCRIPTION OF CAREER DEVELOPMENT COMMERCIAL MATERIALS K-5

PORTLAND PUBLIC SCHOOLS
CAREER/VOCATIONAL EDUCATION DEPARTMENT

ALL PRICES ARE SUBJECT TO CHANGE. WRITE FOR NEW CATALOGS.

Argus Communications: One DLM Park, PO Box 6000 Allen Tx. 75002 Ph 1-800-527 4747

Many motivational posters available. Send for Catalog.
Poster: Whose Job is it? #61022

Career Aids Inc: 20417 Nordhoff St. Dept.C, Chatsworth Ca 9131

Software: Career Counselor #1L066(Apple) $59.95. Students learn how to choose a satisfying career by analyzing their likes and dislikes. Easy to use menus an displays. 501 careers listed. Grades 3-5.

Positive Attitudes Toward Work #XY608(Apple) #XY648(IBM PC) $64.95. Students examine how attitudes affect the way people work. Grades 4-5.

Motivation: Go For It #XY610(Apple) #XY650 (IBM PC) $64.95 Through examples students decide the kinds of motivation they feel is important. Disc & two Booklets. Grades 4-5.

Personal Habits For Job Success #MY192(Apple) $54.95. Students are challenged to make positive decisions through instruction designed to encourage good personal habits. 1 Disc with Back-up & Instructional guide. Grades 3-5.

Math Skills at Work #ME7158AD(Apple) #ME7158TD (TRS) $39.95. Everyday math problems are presented in six common occupations. 1 Disc, guide & printed materials. Grades 4-5.

Following Written Directions #MY203 $54.95. Students learn the importance of following directions by reading, analyzing and organizing information. Disc with Back-up & guide. Grades 4-5.

Following Directions #ME7304AD(Apple) #ME7304TD (TRS) $39.95. Students learn that their overall school success is based largely on how well they follow directions. 1 Disc, student workbook & guide. Grades 4-5.

Charts: School Subject Charts #CGSSC $9.95. Five color charts that show students that their favorite school subjects can lead them to a rewarding job. Grades 3-5.

Posters: Exploring Careers # WC951053 $8.95. Fifteen full color posters help students explore specific career areas. Comes with teacher's guide. Grades 3-5.

Kits: Career Awareness Plus This program gives students a chance to explore a number of job opportunities at four locations common to most communities. Each comes with 164 pg. jobs book, a 48pg. wordsbook, a 16pg. wordcards book & a teacher's guide. Hospital Jobs #JN352. Store Jobs #JN353. Restaurant Jobs #JN354. Hotel/Motel Jobs #JN355. $11.85 each. Grades 4-5.

Life Skills Listening #EDAB304 $149.00. This kit includes 10 cassettes, 30 student record books, answer key & teacher's guide. High interest/low vocabulary. Students learn that most information in life and on the job is acquired from listening. Grades 3-5.

Spirit Masters: Self-Awareness #CP621 $8.95. 25 masters including games, puzzles, vocabulary and exercises. Topics include exploration of personal characteristics & interests, and goal setting. Grade level unknown.

Career Education Project Cashmere School District
210 S. Division Cashmere Wa.98815

Monographs: Career Education $1.00. School Community Goal Setting $1.00.

Teacher Books: CE Activity Guide Language Arts & CE Social Studies & CE Grades K-5 Math & CE Science & CE Grades K-8 Music & CE Art & CE Health & CE Physical Ed & CE Grades K-12. Original American Early Morning Primer-A How to do it Guide. $6.00 each.

Curriculum Publications Clearinghouse
Western Illinois University Macomb Ill 61455

Kits: The Uncomplicated Elementary Career Education System for the "Real" Classroom Complete set #141 $27.00. Prepared by classroom teachers for the infusion of career education into the existing curriculum. The materials contain "hands-on" teaching ideas. Career Card File K-3 #141a $7.00. Career Capers Grades 4-6 #141b $5.50. K-6 Factivities for Building Administrators #141e $6.75.

Methods and Materials for Teaching Occupational Survival Skills #125 $19.95. This kit contains twelve modules divided into 5 or more sections covering all aspects of working: communication, motivation, program solving and responsibilities. Grades 4-5.

Guide & Handbook: Career Development for students with Special Needs #135 $10.50. Identifies competencies and assist with skills important in career education. Grades K-12.

Career Development for Students Set of 3 handbooks for Grades K-8 #121 $13.25. Three volume set of handbooks provides directions for teachers integrating career information into subject areas. Student activity pages are designed to be duplicated for class use. Grades K-3 #121a. Grades 4-6 #121b. $4.50 each.

Guides to Occupational Orientation #114 Set of 6 $24.00. A series of learning activity packages, teacher references and career resources to assist students with the wide range of occupational choices available within a specified field. Designed for basic awareness. Grade level ? Applied Biological & Agricultural Occ. #114a. Business, Marketing, Management Occ. #114b. Industrial Occ. #114d. Personal & Public Service Occ. #114e $4.50 each. Health Occ. #114c $6.00. Teacher's guide #114f $2.75.

A Guide to Free Career Guidance Materials #186 $4.00. Designed to help schools obtain large numbers of free career related materials from national associations, corporations and government agencies. Contains lists, mailing labels and sample letters. Grades K-5.

Bibliography of Bilingual Materials for Career/ Vocational Education #160 $1.75. Grade level ? Career Exploration Booklets #148 $22.25. This materials dealing with areas of career exploration for special needs students. Includes 16 information booklets, 16 evaluation booklets, and manual. Grade level ?

DLM Teaching Resources PO Box 4000 One DLM Park Allen Tx 75002

Kit: Career Card File #421J $39.50. Resource file develops skills needed for nine careers. Kit includes 200 cards, divider cards, spinners, 100 award certificates, instructions & box. Grades 3-5.

Wookbook: Changes, Choices & Challenges #D4811J $3.00. Teacher's Guide #D4812J $2.00. This reading program gives practice in vocabulary, reading, comprehension and writing while exploring future options. Grades 4-5 (readability 3.0-3.9).

Puzzle: Clock Puzzles #354J $10.25. 25 two-sided cards are color-codes and self-correcting. One side shows time by half hour; other by minutes. Instructions included. Grades PreK-3.

Stamp: Clock Stamp #264J $8.50. 3" rubber stamp depicts a clock face with numerals and minute marks. Students draw in the hands to show desired time. Grades PreK-3.

Cards: Consequences #16002J $12.00. 71 cleverly illustrated 12"x6" cards presenting thought-provoking problems for class discussion or writing. Box and Manual included. Grades K-5.

Consumer Sequential Cards #469J $7.75. Thirty colorful 5 1/2"x6" cards that encourage language development and social awareness and teach consumer skills. Grade Sp. Ed.

Wookbook: Daily Experiences and Activities for Living Working Workbook #D4141J $3.25. Teacher's #D4142J $2.00. These self-contained workbooks give information on finding work, applying, interviews and attitudes on the job. Other workbooks available on Consumerism and Transportation. Grades 4-5 (readability 3.0-3.9)

Faces, Feats and Figures #D4821J $3.00. Teacher Guide #D4821J $2.00. This reading program gives practice in vocabulary, reading, comprehension & writing through examination of people who left their mark in history. Grades 4-5 (readability 3.0-3.9).

Cards/Tape: Familiar Sounds - Careers #480J $13.00. Students listen to 50 sounds associated with 10 career areas. Picture cards, tape & instructions included. Grades K-3.

Cards: Flip & Learn Money #D1900 $6.50. Ten self-correcting cards to identify and count money. Instructions included. Grades K-3.

Flip & Learn Time #D1800J $6.50. Students gain immediate feedback as they read the time, write it down and then flip the card to find the correct answer. 10 cards and guide. Grades K-3.

Independent Living Sequential Cards #470J $7.75. Thirty colorful 5 1/2"x6" cards depict women and men doing common household work. Grade Sp. Ed.

Kit: It's About Time: Clocks and Calendars #D1200J $55.00. These programs are designed for primary grades. The activity cards are easy to follow and separated into sections. Kit includes 84 cards, masters, dividers, manual & storage box. Grades 1-3.

Laminated Teaching Clock #449J $18.95. Set contains two-sided clock faces, grease pencil, marking pen, cloths and instructions. Grades Primary.

Money Big Box #715J Total program $168.00. A ready to go math center in one box. This program contains: dominoes,coin stamps, coins and bills, puzzles, money wheel, drill cards, buy & sell game, amusement park game, money game, shopping list games part 1 & 2. Each item also sold separately. Money Dominoes(28) #352J. Coin-value Dominoes(30) #628J. What's Your Change Drill Cards #545J. $6.50 each. Amusement Park Game #412J $18.50. U>S> Head Coin Stamps #258J. U.S. Tails Coin Stamps #349J $14.75 each. Money Game #272J $11.75. Shopping List Game I #321J. Shopping Game II #365J $12.00 each. Coin Puzzles #340J $10.50.

Moving Up In Money I #428J $46.50. Program provides individualised practice in identifying and counting coins & dollars. Includes cards, dividers, masters, instructions & box. Grades 3-5 and Sp. Ed.

Moving Up In Money II #7306 $46.50. More practice up to $20. Grades 3-5 and Sp. Ed.

Moving Up in Story Problems,Time & Money #709J $46.50 This practical program concentrates on story problems depicting real live situations involving time and money. Four basic computational skills using 1,2 and 3 digit whole numbers and basic time telling concepts. 160 cards, divider cards, covers certificates, guide & box. Grades 3-5.

Moving Up In Time #344J $46.50. Extended practice in general time and special events. Program includes 180 cards, masters, dividers, award certificates, manual & box. Grades 2-5.

Clock: Plastic Clock #263J $3.00. Durable plastic clock 2 3/4" with movable hands. Grades PreK-2 & Sp. Ed.

Kit: Reading to Learn: Focus on Being a Consumer Complete Set #704J $76.00. Set of 14 Consumer Books #911J $15.50. This program teaches survival skills through high interest materials. Program includes student booklets, masters, tapes, charts, posters, brochures, guides & box. Grade level ?

Reading to Learn: Focus on Leisure Time Complete Kit #639J $76.00. Set of 16 Leisure Time Booklets #910J $18.75. Grade level ?

Survival Words Program #F9800J $110.00. This program teaches automatic identification of 90 words & phrases considered most essential for survival. Kit includes 5 pre/post test strips, 3 copies of 9 books, 90 worksheets, 45 mastery test strips, word strip holders, comprehension exercises, guide & box. Grades 4-5.

Time Tales and Tasks #D4700J $30.00. Multisensory program to develop awareness of time in daily life. It includes cassettes, masters, flashcards, guides vinyl binder. Grades K-5.

Judy/Insructo Minneapolis Mn 55406

Book: 12 Learning Units in Careers (write for current price). This book gives complete instructions including bulletin board ideas, reproducable worksheets and much more. Recommended for M S but can be adapted to grades 3-5.

Kaplan School Supply Corp 600 Jonestown Road PO Box 15027
Winston-Salem N.C. 27103
Ph 1-800-334-2014

Calendar: Calendar Facts #1P2259 $11.95. Parctice with days, weeks, months and years. Grades K-3.

Clock: Clock Dial #1P9330 $4.95. 11 1/2" diameter dial with special clock face on back. Grades K-3.

Stamp: Clock Face #1P11055 $3.50. This rubber stamp produces clear impression 2 5/8" in diameter. Grades K-3.

Kit: Career Awareness Kit #1P4375 $41.30. Kit consists of 30 figures for comprehensive study unit. Government Careers #1P0998. Services Careers #1P9537. Transportation Careers #1P0836. $9.75 each. Each set contains 6 pieces. Grades K-5.

FS/Cas: Boys and Girls Can Do Anything #1P3181 Complete set of 4 $110.00. Includes guides. Can be purchased separately. Boys and Girls Can Do Anything #1P3193. The Choice Is Yours #1P5759. The World Is Wide Open #1P3186. Think About The Future #1P3181. $33.00 each. Grades K-3.

Puppets: Community Helpers #1P8886 $22.99. Full-sized puppet playmates. Brightly colored and durable. Comes with a nurse, police officer, fire fighter, and doctor. Grades K-3.

Costumes: Deluxe Nurse #1P3000. Black Star Knight Spaceman #1P5045. Police Officer #1P5044. Special Forces #1P5050. $24.00 each. Fire Fighter #1P3062 $18.00 each.

Puppets: Community Puppets Soft hand-made puppets that represent a variety of professional people found in any community. Approximately 10 1/2" tall.

	WHITE	BLACK
Nurse	1P9445	1P9446
Doctor	1P0825	1P0817
Police Officer	1P0833	1P0831
Fire Fighter	1P0073	1P0403
Postal Worker	1P0067	1P0072
Professor	1P0065	1P0832
Teacher	1P0826	1P0676
Farmer	1P0777	1P0675

$6.00 each. Grades K-5.

Puzzle: Floor Puzzles Large puzzle pieces which invite interesting class discussions. Puzzles are 61cm x 91cm. Printed on plastic-coated board for easy cleaning. Making Clothing #1P2090. The Fire Fighters #1P2090. Safety #1P2058. The City #1P1816. The Park #1P1885. Transportation #1P1760. The Farm #1P1175. $12.95 each. Grades K-5.

Photographs: Foto Word Series #1P2334 $49.95. 72 objects/occupations color photographs. Grades K-3 & Sp. Ed.

Puzzle: Handtools #1P11499 $15.00. Tool name is printed under each item. Grades K-3.

Calendar: Judy Calendar #1P4670 $28.50. Quality wood calendar that has changeable dates. Grades K-3.

Kit: Kaplan's Tool Set #1P3409 $89.95. Handy metal tool box equipped with all the essential tools. Appox. 15 tools. Grade level ?

Puzzle: Knobbed Peek-A-Puzzles - Vehicles #1P11376. Who Does What? #1P11374. $7.95 each. Children discover a surprise under each piece to help them match ideas and shapes. Grades K-2.

Kit: Living in America - Shopping #1P2388 $36.95. Everyday situations using money and shopping in a supermarket, department store, bakery or other retail establishments. Grades K-5.

Milliken Time Savers Career Education When I Grow Up I Want To Be #1P5986 $4.95.

Money Kits Realistic metal coins and paper bills stimulate students to learn the concept of money as medium of exchange. Complete School Kit has 890 coins and 500 bills #1P9328 $33.00. School Kit has 300 coins and 50 bills #1P8505 $6.50. Junior School Kit has 150 coins and 50 bills #1P8474 $4.60. Student Kit has 40 coins and 10 bills #1P9329 $1.50. Grades K-3.

Stamps: Money Stamps Can make life-size imprints of coins. Comes in set of five which includes one, five, ten, twenty-five and fifty cent pieces. Heads #1P9282. Tails #1P9283. $5.95 each. Grades K-4.

Puzzle: Occupation Hats #1P11491 $13.00. Occupation name is under each hat to identify and match. Grades K-3.

Occupational Jerry #1P2352(white) #1P2353(black) $20.00. 10 1/2" wooden occupation puzzle. Velcro body and clothes parts allow Jerry to become 5 different occupations. Grades K-3.

Occupational Puzzles Wood frame puzzles 9" x 12". Eleven to twenty-two pieces in each. Firefighter M-B #1P9229. Grocer Cashier #1P9230. Salesperson #1P7519. Telephone Lineperson #1P7343. Mail Carrier M-W #17726. Farmer #1P7924. Nurse F-W #1P7724. Dentist M-W #1P7725. Construction Worker #1P7925. Teacher F-B #1P9306. Doctor M-B #1P9310. Dentist M-B #1P7919. Barber #1P7514. Police Officer M-B #1P7467. Mail Carrier M-B #1P6687. Carpenter #1P9228. Firefighter M-W #1P7923. Astronaut #1P7727. Nurse F-B #1P7922. School Crossing Guard #1P9249. Nurse M-W #1P7876. Police Officer M-W #1P7933. Judge #1P7723. Secretary #1P7861. Car Mechanic #1P8181. Teacher M-W #1P7877. Police Officer F-W #1P7754. Doctor F-W #1P7722. Teacher F-W #1P7718. TV Reporter F-B #1P8183. Librarian #1P7719. Pilot #1P7875. $4.80. Grades K-4.

Clock: Original Judy Clock #1P9121 $12.95. Moveable hands, visible functioning gears and elapsed=time bezel. Grades K-3.

Original Mini-clocks #1P8958 $9.95. Set of 12 with teacher's guide. Grades K-3.

Kit: Plastic Pipe Set #1P4720 $54.00. 29 piece set with two bases. Actual industrial fittings make this set a realistic manipulative one for the child. Grades K-5.

Tool: Playstore Cash Register #1P20 $10.85. Spacious, divided cash drawer, bell rings when drawer opens. Appox. 7"x7"x7". Grades K-3.

Kit: Plumber's Friend #1P3439 $89.00. A unique building set consisting of chrome-plated rust-resistant finish. 57 piece set of steel. Pipes are virtually indestructible which includes a metal case w/handle. Grades 3-5.

Calendar: Stick'n Stay Calendar #1P0217 $15.00. This calendar is unique way for teaching days of the week, date, month, year, weather,seasons, and position of the moon. Pieces stick with velcro. Grades K-3.

Pictures: Teaching Pictures #1P3291 $29.95. 36 full color 12"x18" pictures of everyday scences, holidays, seasons and community workers. The back of each picture contains games and activity suggestions for vocabulary and concept development. Grades PreK-2.

Learning About Careers #1P6971 $8.95. Grades K-3.

Cards: Telling Time #1P1895 $29.95. 72 11" cards teach time concepts. Grades K-3.

Activity: Transportation #1P11343 $2.95. Twenty reproducible pages to reinforce primary units of study while providing hands-on fun. Grades K-2.

Kit: Wood Tool Chest and Tool Set #1P3405 $37.00. Large two wing tool storage chest with a variety of tools. Grades 2-5.

Lakeshore 2695 E. Dominques St. PO Box 6261 Carson Ca 90749

Book: About Me #BK7615 $6.50. This book tells of the many things a young girl can do. Grade level ?

Game: The Allowance Game #LC1279 $9.95. This set comes with game board, money, playing pieces and instructions. For 2-4 players. Teaches how to handle their own money. Grades 3-5.

Book: Be What You Want To Be #WK95 $5.95. This book gives directions and illustrations for creating props from common materials to role-play 30 different occupations. Grades K-5.

Kit: Career Association Hardwood Lotto Set #LC1330 $24.50. To develop career awareness as well as language and perception skills. Grades K-3.

Cards: Career Classification Cards #LC913 $4.95. 15 pairs of bright, laminated cards to improve classification skills while increasing career awareness. Grades K-3.

Kit: Career Costume Set #LC800X $99.00. This set includes 4 realistic, rugged uniforms and hats: police officer, fire fighter, nurse, doctor. May be purchased separately. Grades K-3.

Career Hat Box #LC820 $34.50. Set of 7 hats: fire fighter, construction hard hat, ship's captain, rescue worker, police officer, sailor & engineer. Crushproof box. Great for primary centers. Grades PreK-3.

Careers Flannel Board Set #IN157 $9.95. Set of pre-cut flannel pieces stimulating the child's oral expression and introducing beginning reading and language. Grades K-2.

Pictures: Classification Concept Photos 2 - All these are used to build things #LC912 $4.95. Set of 30 laminated photo cards with familiar objects according to similar characteristics. Grades K-3.

Box: Classroom Tool Box #WB2 $29.50. Portable 7"x22"x6" deep carrier to keep tools safely stored. Grades 3-5.

Kit: Classroom Tool Set #LX892 $149.00. 24 piece set of real durable childsized tools. Enough for entire class. Grades 3-5.

Tool Starter Set #LX881 $59.00. Basic 10 piece set of real durable child-sized tools for young carpenters. Grades 3-5.

School Age Supplemental Tool Set #LX873 $48.00. For more advanced woodworking projects compliments the basic tool set. Grades 3-5.

Stamp: Coin Rubber Stamp Set: Heads #LC631. Coin Stamp Set: Tails #LC632. $5.95 each. Teaches identification and money problem-solving. Set of 5. Grade level ?

Activitiy: Content Area Reading Pack #IR1403 $29.70. Each pack contains 6 duplicating books with 20 high interest activities. This series "All about People & Places" has stories like "Who was George Washington Carver?" Grades 3-4.

Stamp: Dollar Bills Rubber Stamp Set #LC559 $9.95. Three piece wooden set 2 1/2"x4 1/2". Grades K-5.

Puzzle: Firefighters Giant Floor Puzzle #JD3. Farm Scene Floor Puzzle #JD9. $14.95 each. Grades K-3

Board: Flannel Board 36"x48" #IN9 $49.95. Grades K-2.

Book: Free To Be You and Me #BK2323 $9.95. An upbeat "Yes I Can!" book. Soft cover with sheet music, poetry, photos and more. Grades K-5.

Girls Can Be Anything #BK3313 $8.95. This book lets students discover there is no limit to the things girls can do. Grades 3-5.

Cards: Great Beginnings in School-age Activities #LC450 $19.95. Over 150 activities school-agers can make and do on their own. Includes crafts, cooking gardening, woodworking, outdoor games. Grades 2-5.

Puzzle: Fire Engine #LC471. Boat #LC496. Train #LC493. $4.75 each. Laminated hardwood measuriing 7"x9" each with 6 simple pieces. Grades K-1.

Book: I Can Do It! I Can Do It! #BK8707 $12.95. 135 individualized activities using common classroom materials. Grades K-3.

I Know What I Like #BK2261 $9.25. This book gets students to begin thinking of their own likes and dislikes. Grades K-2.

I'm Busy, Too #BK2268 $9.25. This book tells of a child's job at school in comparison to adult jobs. Grades K-3.

Kit: Indestructable Pounding Bench #LC1428 $14.95. Lets kids be carpenters. This unbreakable set comes with bench, pegs and hammer. GradesK-2.

Lakeshore Classroom Money Kit #LC555 $36.00. Set includes 240 plastic coins, 300 paper bills packed in a cashier's tray. Grades K-5.

Activity: Learning About Money #FK639 $4.95. 20 duplicating master for money recognition & basic computation skills. Grades 2-5.

Cards: Learning About Money Turn & Check #FK820 $4.95. 14 self-checking activity cards for practicing money skills. Grades 2-5.

Kit: Lego Vehicle Set #LG1067 $22.95. This 187 piece set lets students create real working vehicles from an ambulance to busses. Comes with no-read instructions 14 people figures. Grades 2-4.

Little Hauler Pull Toy #LC1421 $14.95. This set includes people that bob up and down, truck and blocks. Grades PreK-1.

Activity: Making Change #MMT1512 $4.95. Twenty fun duplicating masters to teach kids how to make change. Grades 3-5.

Bag: The Money Bag #LC1841 $14.95. Contains 300 paper bills in four denominations and four coin tubes filled with over 125 coins. All in a cloth bag. Grades K-5.

Game: Money Bingo #TE97 $6.95. This game teaches identification and counting. Game cards show coin combinations from 3 cents to 50 cents. Materials for 36 players. Grades 2-5.

Activity: The Money Book #JD2118 $4.95. Twenty-four duplicating masters to provide practice in counting, adding and subtracting up to $1.00. Grades 1-4.

Game: Money Chase Game #TH4544 $9.95. This easy to follow board game teaches identification and equivalent values. Grades 2-5.

Activity: Money Skills #FK680 $4.95. 20 duplicating masters to teach change and prices. Grades 2-5.

Money Make Sense Activity Book #FE4515 $3.45. 112 pages of practice activities teaching money value. Grades 1-4.

Money Match-Ups 1 #LC926. Money Match-Ups 2 #LC927. $4.95 each. Matches words, coin pictures and numerals. Set 1 covers 1 to 25 cents. Set 2 covers 26 cents to one dollar. Grades 2-5.

Puzzle: Multi-Ethnic Career Puzzle Set #JD6000X Set of 12 $59.00 or $4.95 each. This set includes different career puzzles that are free of sexual or racial stereotypes. Grades 2-5.

Poster: Multicutural Study Prints Library #IT400X 5 Sets $39.00. Large brightly-colored posters with easy to read biographies describe contempory and historical personalities from business, art, politics, sport and entertainment. Individual set titles:
20th Century Spanish Americans #IT472.
North American Indian Personalities #IT466.
Contempory Black Biographies 1 #IT462.
Contempory Black Biographies 2 #IT463.
Contempory Asian Americans #IT467. Grades 2-5.

Book: My Dentist #BK7030 $11.75. This book tells about the need for dentists, describing tools and duties. Grades K-3.

My Doctor #BK1236 $10.95. This book tells about the tools & responsibilities of a doctor from a child's point of view. Grades K-3.

Kit: The World of Sports #ED2535. The Mysteries of Science #ED2537. The World of Entertainers #ED2536. $29.95 each. High interest reading kits with action-oriented worksheets to motivate reading and build comprehension skills. Grades 3-5.

Costume: On The Job Outfit #LC1701 $16.95. Complete outfit consisting of hardhat, tool belt, tools and phone. Plastic and vinyl. Grades K-5.

Game: Payday Game #PA26 $14.95. This game teaches budgeting, loans, bank accounts and more. Grades 4-5.

Kit: People Builder Starter Set #LCM771 $14.95. This 150 piece set of flexible plastic comes with people, toys tools of work. Also available with 300 pieces by ordering: People Builder Class Set #LCM770 $24.95. Grades K-3.

Activity: People Stories #UN90 & UN92 $11.95 each. Famous people stories with high interest and low vocabulary are followed by well chosen comprehension questions. 40 duplicating masters in each set. Grades 3-5.

Puppet: Puppet Playmates - Careers #IN1103 $22.95. Full size body puppets that students stick their hands and face through. Set of 4. Grades K-5.

Activity: Reading Stars Reproducible Activity Series #UN94 $17.75. Short articles about famous people tell kids the things they want to know about their heroes. Set of 6 books with 30 pages each. Grades 2-5.

Game: Ring and Play Cash Register #FP926 $18.50. Storekeepers match coins to the correct slot on the register, ring up the sale and make change for their costumers. Durable plastic register with giant buttons. Grades K-3.

Shape-Sorting Mailbox #AU96 $10.95. Small replica comes with 6 "mail" pieces. Improves manipulative skills and geometric shapes. Grades PreK-2.

Kit: Struts #LC4193 $28.50. This building set lets students construct buildings with movable parts. Made of flexible plastic. 100 pieces. Grades K-5.

Book: The Toolbox #BK1239 $10.95. This book shows and explains how tools are used and what they're for. Grades K-3.

Puzzle: Transportation Fleet Puzzle Set #LCR3035 $44.50. Set of 10 5"x7" hardwood 8 to 10 piece puzzles. Grades PreK-2.

Transportation Puzzle #JK219 $9.95. 9"x12" wood puzzle with large knobs. Grades PreK-1.

Activity: Using Dollars & Sense Activity Book #FE185 $3.45. Exercises, puzzles and games to teach students how to make change & other money math skills. Grades 4-5.

Vocabulary for Survival Duplicating Library-ESL #EY100 $49.95. 110 developmentally sequenced lessons that teach many critical skills through a variety of activities. Grades K-5.

Kit: Wedgie Career Figures #G12 $17.95. Multicultural and non-traditional hardwood stand-up figures representing 12 careers. Grades K-5.

Book: When We Grow Up #BK3330 $9.95. This book tells of a whole class ideas for when they grow up. Grades K-5.

Cards: What's My Change? #LC928 $4.95. 30 self correcting cards. Students study pictures, prices, and change. Grades 2-5.

Puppet: White Career Puppets #LC2603. Black Career Puppets #LC2604. $16.00 each. 8" washable knit hand puppets. Set of 6. Grade level ?

Opportunities For Learning 8950 Lurline Ave. Dept. PS
Chatsworth Ca 91311

Activity: Math On The Job #OL234(gr.4) #OL235(gr.5) #OL236(gr.6) $7.95 each. Each book contains 24 spirit masters covering the four basic skills plus fractions, area, perimeter, decimals, graphs, money and temperature. For individual, classroom and learning center use. Grades 4-6.

Game: The D. J. Game #OL300 $11.50. Builds word recognition, comprehension and pronunciation skills while simulating the work of a disc jockey. Students read commericals, bulletins, weather forecast and announce record titles. Teachers guide included. Grades 3-5.

Weekly Reader Secondary Unit Books 1250 Fairwood Ave. PO Box 16618 Columbus Ohio 43216

PRICES LISTED FOR THIS COMPANY NEED TO BE CONFIRMED. WRITE FOR CATALOG.

Activity: Get It Down In Writing Student Workbook #651 $2.30. Spirit Master Set #765 $3.95. Using a low reading level (2.5-3.5) this book gives practice in grammar, vocabulary and basic writing skills used in forms, applications and letter writing. Amusing illustrations. Grades 4-5.

Read It Right Student Workbook #650 $2.30. Spirit Master Set #766 $3.95. Using loe reading level (2.5-3.5) this book gives practice in understanding dictionaries, phone books, ads, calendar, signs, maps and written directions. Amusing illustrations. Grades 4-5.

Figure It Out Student Workbook #652 $2.30 Spirit Master Set #767 $3.95. Using low reading levels (2.5-3.5) this book gives high interest stories introducing basic number skills. e.g. time, calendars, change, measurement, recipes and temperature. Grades 4-5.

Book: The Money Book #528 $2.30. This book teaches personal finance using a 4.0-5.0 reading level. All aspects of consumerism are explored. Good illustrations. Grades 4-5.

Winston Press 430 Oak Grove Minneapolis Minn 55403

Book: Self Esteem: A Classroom Affair 101 Ways To Help Children Like Themselves $?. This book gives ideas for writing, learning centers, discussions, reproducible worksheet and role playing suggestions. Grades 1-4. Can be adapted for any grade level.

Self Esteem: A Classroom Affair Volume 2 $?. More ways to help children like themselves. Grades 1-4. Can be adapted for any grade level.

RECOMMENDED AUDIO VISUAL LISTS K-5

NUMBER	TITLE	GRADE LEVEL	YEAR	MEDIA	TIME
X00009	Adventures in the World of Work	4-8	1974	FS/C	
X00012	Adventures of the Lollipop Dragon	K-3	1970	FS/C	
A01949	At the Airport	1-4	1977	Film	10 min.
B00345	Bread and Butterflies: Choosing Changes	5-8	1973	Film	15 min.
B00349	Bread and Butterflies: Our Own Two Hands	5-8	1973	Film	15 min.
B00352	Bread and Butterflies: Power Play	5-8	1973	Film	15 min.
B00353	Bread and Butterflies: School and Jobs	5-8	1973	Film	15 min.
B00354	Bread and Butterflies: Success Story	5-8	1973	Film	15 min.
B00356	Bread and Butterflies: The Way We Live	5-8	1973	Film	15 min.
B00360	Bread and Butterflies: Work Means	5-8	1973	Film	15 min.
B00357	Bread and Butterflies: Things, Ideas, People	5-8	1973	Film	15 min.
B00358	Bread and Butterflies: Treasure Hunt	5-8	1973	Film	15 min.
A00244	Career Awareness: The Alternative	4-6	1972	Film	11 min.
X00199	Career Development for Primary Grades	K-2	1974	FS/C	
X00200	Career Discoveries: People Who Help Others	4-8	1972	FS/R	
A02101	Community Helpers: Firefighters	3-5	1980	Film	11 min.
B04810	Community Helpers: Medical and Health	3-5	1980	Film	13 min.

NUMBER	TITLE	GRADE LEVEL	YEAR	MEDIA	TIME
B04811	Community Helpers: Police Officers	3-5	1980	Film	11 min.
A02100	Community Helpers: Postal Workers	3-5	1980	Film	11 min.
B04808	Community Helpers: School Workers	3-5	1980	Film	12 min.
A02103	Community Helpers: Street and Sanitation	3-5	1980	Film	11 min.
A02102	Community Helpers: Utility Workers	3-5	1980	Film	11 min.
X00278	Community Workers and Helpers: Group II	K-2	1971	FS/R	
K02239	Explore: Career Awareness (Unit 1)	4-6	1976	Kit	
B04252	Fat Albert and the Cosby Kids: Dad's Job is Cool	4-6	1978	Film	15 min.
A00597	Highway Builders	K-5	1970	Film	11 min.
A00713	Jobs in the City: Construction	K-4	1971	Kit	
A00714	Jobs in the City: Distribution	3-5	1971	Kit	
A00715	Jobs in the City: Manufacturing	3-5	1971	Kit	
K01937	Just Right Job Stories (12 cassettes, guide, response books)	K-3	1973	Kit	
A02301	Learning to Look: Just Like in School	K-2	1973	Film	8 min.
K02013	Now You Know About People People at Work	1-4	1974	Kit	
A01118	People Who Work in Factories, 1972	1-4		Film	11 min.
A01119	People Who Work in Offices, 1972	1-4		Film	11 min.

NUMBER	TITLE	GRADE LEVEL	YEAR	MEDIA	TIME
A01120	People Who Work in Stores, 1972	1-4		Film	11 min.
	Portland Our Town	3-5	1985	CT	15 min.
T00582	# 1: Our Community				
T00583	# 2: Finding Our Way with Maps				
T00584	# 3: Going Places				
T00585	# 4: City Hall				
T00586	# 5: City Services				
T00587	# 6: City Planning				
T00588	# 7: Portland Water				
T00589	# 8: Clean City				
T00590	# 9: Our Changing City				
T00591	#10: Downtown Portland				
T00592	#11: City Occupations				
T00593	#12: River Traffic/Bridges				
T00594	#13: Fun in Our City				
T00595	#14: Our City Celebrates Festivals				
T00596	#15: Cultural Attractions				
X01387	Targo Explores the World of Work	K-3	1975	FS/C	
X00568	The Homes We Live In	2-5	1972	FS/R	
B05952	The Supermarket	K-5	1983	Film	14 min.
B03604	The Tool Movie	2-5	1976	Film	12 min.
A01554	The Weatherman	2-8	1970	Film	10 min.
A01595	What Shall I Be?	K-4	1972	Film	8 min.
A01615	When You Grow Up: Business	1-6	1973	Film	10 min.
A01616	When You Grow Up: Communication	1-6	1973	Film	10 min.
A01617	When You Grow Up: Construction	1-6	1973	Film	10 min.
A01619	When You Grow Up: Consumer Homemaking	1-6		Film	10 min.
A01621	When You Grow Up: Manufacturing	1-6	1975	Film	10 min.
A01622	When You Grow Up: Marine Science	1-6	1975	Film	10 min.

NUMBER	TITLE	GRADE LEVEL	YEAR	MEDIA	TIME
A01624	When You Grow Up: Natural Resources	1-6	1973	Film	10 min.
A01625	When You Grow Up: Personal Services	1-6	1973	Film	10 min.
A01626	When You Grow Up: Public Services	1-6	1975	Film	10 min.
A01627	When You Grow Up: Recreation	1-6	1975	Film	10 min.
A01628	When You Grow Up: Transportation	1-6	1975	Film	10 min.
A01618	When You Grow Up: Environmental	1-6	1975	Film	10 min.
B-04194	Workers of Our Community	1-3	1978	Film	11 min.
A01686	Workers Depend on Each Other	1-3	1973	Film	10 min.
B03851	Yesterday and Today: The Cider Maker		1975	Film	18 min.